DOCUMENT RESUME

ED 027 962 PS 001 613

JDC Handbook for Teachers in Day Care Centers.
American Joint Distribution Committee, Geneva (Switzerland).
Pub Date 67
Note- 156p.
EDRS Price MF-$0.75 HC-$7.90
Descriptors- Activities, Art Materials, *Day Care Programs, Games, Hebrew, Inservice Teacher Education, Nutrition, Preschool Children, Program Planning, Religious Education, *Resource Guides, Singing, Student Teacher Relationship, Teacher Education, *Teacher Guidance
Identifiers- Jewish Culture

This guide for teachers in day care centers offers discussions (both philosophical and practical) about the needs and behaviors of preschool children, makes suggestions for teacher guidance throughout the daily program activities and routines, and defines a suitable nurturing and educational day care center environment. Directed to the teacher, the handbook covers aspects of teacher-child and teacher-center relationships. A lengthy section on art, music, language, and indoor-and-outdoor play activities gives specific program information. Included is a section on Jewish holiday celebrations and food preparation, which could be incorporated into the center's activities, if appropriate. One of the original purposes of this handbook was to assist teachers of disadvantaged children in Morocco, Tunisia, and Iran. Appendixes include descriptions of games, art activities, and Hebrew songs and prayers. (MS)

ED027962

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JDC HANDBOOK FOR TEACHERS IN DAY CARE CENTERS

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Cover Photo: Jean Mohr

FOREWORD

The American Joint Distribution Committee (JDC) is a voluntary welfare and relief organization which aids Jewish people in many parts of the world. It provides both financial and technical assistance to local citizens' groups and organizations for the operation of medical, educational, social, and other welfare services, according to the needs of each community.

Since 1951, the JDC has assisted local groups in Morocco, Tunisia, and Iran to establish and operate day care center programs which now serve three thousand children between the ages of three and six. The majority of the children come from economically impoverished families, and the program has proved to be one of the most effective vehicles for bringing to preschool children the complex of child-care services necessary for good growth and development at this most vulnerable age.

We would like to express appreciation to our many colleagues at Headquarters for Overseas Operations, Geneva, who have given freely of their time and advice in the preparation of this material.

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Geneva, Switzerland, 1967

INTRODUCTION

This handbook is intended to supplement the short-term, three-month training given teachers in JDC-supported day care centers in Morocco, Tunisia, and Iran. In addition, we hope it will help fill the need for written material for other teachers of pre-school children in these countries.

At the present time no formal long-term training exists for teachers of pre-school children in the countries in which we work. This explains why we have no cadre of well-trained candidates from which to choose teachers for the JDC-sponsored day care centers. Consequently, we are obliged to train our own staff.

We do this in two different ways. When job vacancies occur in our centers, our consultant interviews candidates, chooses suitable ones, and they immediately are assigned to work at the side of a trained teacher. However, when there is available a large enough number of teachers for the country-wide program, a formal training program is then offered for a group. We consider ten to fifteen girls an ideal number for a training course.

The girls teaching in our programs range in age from seventeen to their early twenties. Most of them have completed from nine to eleven grades of formal education. Approximately one-third of the 150 staff members are married and many have children of their own. With few exceptions, staff members come to their jobs having had no previous training or experience in working with pre-school children in groups.

It is obvious that academic accomplishment is not necessarily the criterion for selection of our staff. The qualities we look for are warmth of personality, eagerness to learn, and enthusiasm for working with young children.

Because many of the teachers are from large families with a wide age-span of children, they come to their jobs having lived with and cared for children and consequently are comparatively at ease with youngsters. Living in an extended family is good preparation for teaching in a day care center; almost all of our teachers, from the first day on the job, are comfortable and self-confident in the classroom because they have already participated in the rearing of young children in their own families.

Of necessity and design, practice with theory goes hand in hand in all our training. A teacher takes responsibility for a group of children in the morning and then attends classes in theory in the late afternoon hours. The complete training program is supervised by one resident day care consultant responsible both for the training and for supervising the entire day care program throughout a country. Once the formal training period is concluded and marked with a graduation ceremony, in-service training begins and follows a cycle of theory, practice, and supervision throughout the professional life of the teacher.

For the beginners' training, classes in theory are centered on the following subjects: psychology and development of young children; teaching techniques; activities for young children; hygiene and medical information; religious education. Material is disseminated through discussions, lectures, and workshops. Where experts in addition to the day care consultant exist in a particular country, they are invited to assist in teaching classes in their special field of competence. There are also written and practical assignments given to trainees as well as practical demonstrations.

As they proceed with their work, it is evident that the teachers learn much more than just the immediate aspects of the subject at hand. In studying the growth and personality development of children, they have come to gain some insight into themselves and their family relationships. It has also been gratifying to observe the fine, loving care these teachers have learned to give their own children.

Our experience has shown that with intensive short-term training plus continuous supervision, we are able to develop these young girls into responsible teachers doing a semi-professional job.

Though we believe it is preferable to care for young children in small groups, this has seldom been possible in the JDC-supported programs due to the limited resources available and overwhelming numbers of children needing care. Therefore, the number of children in any one group may be as large as fifty, though in some communities it is now much smaller. This, however, explains the large numbers of children per group we had in mind when making various recommendations and suggestions in the handbook.

Regardless of the size of the day care centers we support (enrollment ranges from 40 - 400 children) each day's program provides:

— Outdoor play with a variety of equipment
— Indoor play with free choice of educational materials, creative art materials, blocks, dolls
— Story-telling and other language experiences
— Music and rhythm experiences
— Science and nature experiences
— Rest period
— Breakfast, lunch, afternoon snack

A complete program of preventive and curative medical care is provided and in some centers bathing, haircut, and clothing programs are also organized.

Parents are welcomed in all centers, invited to see and share in their child's activities and through lectures, discussions, films, and open-house celebrations, are helped to understand various aspects of child care.

Though this handbook was written for use by staff in the JDC-supported day care centers, we believe much of the material to be valid for use in any program of day care for young children, particularly where the situation is such that it is not yet possible to count on several years of professional training for the staff. Our experience has shown that indispensable criteria for staff in maintaining good standards of care for young children are sound theoretical training, supervised practical training, and opportunity for individual conferences with the training supervisor. This must be followed up by continual in-service training, and the whole program must be under the skilled supervision of a well-qualified expert in the field of early childhood education.

Evelyn Peters.

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PREFACE

DEAR TEACHERS:

This handbook was written especially for you. We hope you will find it a useful tool in teaching and will refer to it frequently during and after your training. It is not meant to take the place of a formal training course; we believe that all staff in day care centers need a certain amount of theoretical and practical training by specialists in early childhood education before they can qualify as teachers responsible for young children. However, we would like this handbook to remind you of the discussions, demonstrations, examples, and summaries which you had in your classes and we also hope that it will help refresh your memory once you find yourself distant from your formal training in time and place.

As you look through the handbook, you may be impressed and even alarmed by the many things we think there are for a teacher to remember. We do not wish you to feel overwhelmed, but if this handbook is to serve you well as a reference, it must contain much information. There may also be times when you have questions and problems concerning your work and there may not be a specialist in your country to whom you can turn for advice; at such times we hope this material will serve you as the guide it is intended to be.

The day care department of the American Joint Distribution Committee provides technical assistance for many day care centers in various countries. If you were to have an opportunity to visit all the centers you would see that even though there are differences between them based on the type of sponsoring committee, budget, buildings, equipment, numbers of children and teachers, and even the climate — the centers are yet more alike than different because the basic needs of the children remain essentially the same. This means that although details of the programs may vary, the fundamentals of day care as summarized here will apply to your center and your job. Though we do not expect that all the suggested practices in this handbook will be followed in your center, we consider all of them as having merit in their proper time and place.

You will notice that throughout the handbook we have repeated various points. We have done this deliberately because we believe certain facts so important that no amount of repetition could be too much. For example, again and again we remind you that each child you teach is an individual, unique and special. Or, again and again, we tell you that it is your relationship with children that is the basic prerequisite to doing an understanding teaching job.

Throughout this book we use the terms *day care center, center, kindergarten, school.* All of these names refer to the center in which you teach.

All the time this material was in the process of being written, we were thinking of you and the children you teach. You are a very important person in their young lives for you have the opportunity of providing them with the loving care and guidance so indispensable to their development.

We hope you will enjoy reading and using this handbook.

JDC DAY CARE CONSULTANTS.

THE DAY CARE CENTER

The American Joint Distribution Committee subsidizes day care centers in a number of countries. These centers are under the sponsorship of local committees and are an essential service to children and their parents. The purpose of these centers is to provide health, education, and welfare services for children between three and six years of age. As you know, there are many children whose parents cannot give them all that is necessary for all-round growth. The establishment of day care centers has been found to be an effective means of satisfying the basic needs of young children and thus of enabling them to develop satisfactorily.

Why are we so concerned that the children in your center have the very finest experience we can provide? Because we know it is in these early years that the foundations for a child's life are laid; because these years are crucial ones for a child's future and present development; because if a child's needs are satisfied during these years, he has a better chance to become a mature individual who is an asset to his country and his family. We know if a child does not get what he needs for sound growth now, he has no way of making up this loss later in life. This is why we want to make each day in the center a full, rich, and memorable experience for each child.

A good day care center gives a child:

- Affection and warm, tender care from the adults.
- Good medical care plus nutritious food to maintain good health and prevent illness.
- Sound training in good habits of health, hygiene, and safety.
- A chance to feel important and liked for what he is — a unique individual.
- An opportunity to use many different kinds of playthings and equipment suited to his interests and developments.
- An opportunity to become independent and able to care for his own needs according to his individual capabilities.
- An intellectually stimulating environment to arouse his curiosity, encourage him to ask questions, and help him to find answers.
- An opportunity to learn about himself, his talents, his limitations, as well as to understand others.
- An opportunity to learn to express himself through language.
- An opportunity to learn and practice many different kinds of motor skills.
- An opportunity to learn control and restraint as one must when living in a group, but at the same time to learn to express himself.
- A chance to assert his rights, but also learn to respect the rights of others.
- An opportunity to develop roots in connection with religious heritage.

- An opportunity to realize the joy and fun that comes from play and companions.
- A chance to use all his potentialities vitally and fully.

As you read the above list, you will see that a good day care center offers a child a vital experience in living. This does not come automatically. It depends upon the direction and guidance of wise, affectionate teachers. A child needs teachers who understand about growth and development during these early years; teachers who are sensitive to him as an individual; teachers who are accepting and who understand child behavior; teachers who are especially trained for their jobs.

THE CHILDREN

Some Facts About Children
What Pre-School Children are Like
Guiding the Behavior of Children
Introduction of New Children into the Center

SOME FACTS ABOUT CHILDREN

Until about one hundred years ago, it was believed that children were just small-sized adults, and they were treated accordingly. Then, as experts began to observe and carefully study children they learned that childhood is a special time of life, different from adulthood, with its own characteristics. All over the world all kinds of specialists are adding each year to our knowledge of how children grow and develop. We are finding out more about the special qualities of childhood. We are discovering more about how we can help children grow up to be healthy adults. The more knowledge we have about children, the wiser we can be as teachers in understanding and planning for them.

The total development of a human being is something that starts before birth and continues through infancy, childhood, adolescence, and into adulthood. Because a young child is so impressionable, what he learns in these early years, whether it is good or bad, will influence him all the rest of his life. That is why it is so important that your teaching is based on a sound knowledge of children.

Child study has taught us that the following basic needs must be satisfied if a child is to grow to healthy adulthood.

— Good physical health
— Love and security
— Companions and friends
— Opportunities to be independent
— Opportunities for creative experiences
— Opportunities for intellectual stimulation

The material in this handbook shows how you can help a child fill these needs in the day care center. He will show you by his behavior not only now but in later life as well, if these needs have not been met. For example, if a child is not given a chance to think and act independently, he will grow up unable to make decisions for himself, not knowing how to think for himself or to help himself; he will always be waiting for others to help him; he will never experience the feeling of confidence and self-respect which comes from being able to act as an independent human being. Or, for example, if a child does not have sufficient good food for healthful growth, he may be sick throughout his life; he may be small and weak and not have the strength to concentrate on learning, on a job, on earning a living.

Through studying children, we have discovered certain facts about development that apply to every group of children no matter where or how they live:

Each child is different from every other child

Each child in the world is individual and special. There will be no child in your class quite like any other. Children will look different each from the other. Some will be tall, others short; some will be plump, others thin; some will have dark hair, others light hair; some will be graceful, others clumsy; some will be quick, others slow. They will also behave differently. They will be bright or dull, tense or relaxed, quiet or talkative. This list could go on and on, for human beings are infinitely varied. Even children coming from the same family can be very different because they inherit different combinations of characteristics from their ancestors and because they have different experiences. A first-born child is treated differently from the tenth child in the family; a child born when the family is economically secure has different experiences from one born when the family is suffering economic hardship.

If we understand that children differ from one another, then we cannot expect them all to behave in the same way. Instead, we will learn to appreciate the differences between them and the qualities that make them uniquely themselves.

Perhaps in your class there are children like the following: Sarah, whose imagination produces some of the most colorful and interesting paintings you have ever seen; Jacob, who uses words with a real flair and amazes you with his original stories and descriptions; Danny, who did not talk during his first year in the center, and now has one special friend with whom he carries on long confidential conversations; Esther, who cannot bear to share anything and who clutches playthings with an iron grip; Deborah, who " mothers " all the children in the class and likes to tell them what to do; Abraham, who has many fears, but who has finally learned to face some of them with the help of his new friends; Isaac, who is interested in everybody and everything and so busy that the days are not long enough for him to carry out all his plans and ideas.

These are only seven children among twenty, thirty or forty others, all individuals, in your class. If you want to help them all learn and develop to the best of *their* particular abilities, then you must learn to look at them as Sarah, Danny, Deborah and not just as a " class."

Growth has direction and order

As children have been studied, it has been discovered that growth obeys certain rules. The general direction of a child's growth is to make him capable of doing and thinking for himself — of becoming, one day, an independent adult.

Even though a newborn baby can blink his eyes, cough, sneeze, yawn and suck, there is so much he *cannot* do. He must be completely cared for by the adults around him. They must feed him, keep him comfortable and warm, carry him from place to place. But what a great amount of growing he does just in his first year! As an example of physical development, compare the helpless newborn baby with the same child one year later.

During the first year, a child's body is preparing itself little by little for the time when he will walk. Let us look at a chart of an average child's preparation for walking:

Approximate time	
1 month	Holds up head
4 months	Sits up if held
5 months	Turns over by himself
6 months	Sits up alone
10 months	Crawls
12 months	Stands alone and walks alone

Each one of these stages prepares the child for the next step. Each stage depends on the one before. Each stage has to come in order, one before the other. It is useless and even harmful to try to hurry a child through these stages, — for example, to make him stand before he can sit alone or try to get him to walk before his legs are strong enough. He needs time for a certain amount of physical development, and practice as well as encouragement from the adults around him.

As an example of social development, observe how preschool children emerge from complete dependence on their mothers to enjoyment of companionship of other children. When children first come to the center, they are still very close to the time when they could barely conceive of themselves as a separate person from their mothers. At first, they pay little attention to the other children in the class; they are mainly interested in themselves. Gradually, you will observe that as they learn ways of playing with others, as they increase their abilities to speak and communicate, they become more aware of and attached to children in the class. By the time they leave the center, at six years of age, children feel very much a part of their class group, they may have several special friends, they have found many ways of getting along with other children. But each stage takes a certain amount of development, practice, and encouragement, just like the preparation for walking.

Whether we speak of a child's intellectual, physical, emotional, or social growth, his development in each of these areas propels him toward becoming an independent being.

Each child grows at his own pace

Even though all children go through the same stages of growth, each child grows at his own pace and rate. For example, one child may begin to talk at one year, another at two years and both children will be normal; one child may begin to walk at ten months, another at twenty months and both children will be normal. In both cases, the end result is satisfactory.

This varied pace of development also applies to the children in your group. Some children may act quite grown up and mature; others may seem much younger than their actual age. Some children may learn quickly; others may be slower. We need to be patient and not push children faster than they can go. If we demand too much from them, they may feel unhappy and lacking in confidence. However, if we do not demand enough, they may become bored and not develop their potential. We must adjust our demands according to their stage of development. For example, imagine two three-year olds sitting side by side eating lunch. One has the physical control to feed himself competently and finish lunch without any help from you. If you put food into his mouth, he will be frustrated and angry. The child next to him who has less physical control will be encouraged if you help him hold his spoon to make the necessary movements to feed himself.

All aspects of growth are related to each other

You will remember from your classes that in order to study or talk about children we often concentrate on one aspect of growth at a time: physical, emotional, intellectual, social. This makes it easier for us to discuss and understand these areas of growth. But we must not think of each of these as distinct compartments. Each of these areas interacts with the others. For example, if a child is emotionally upset over his family moving to a new house, this may affect his habits of eating or sleeping. If a child is sickly and weak, he may be afraid of other children, or shy, or he may develop a sharp tongue and use words to threaten others. If a child is intellectually dull, his social development may be limited because he has so few good ideas with which to attract other children to him. Each area of growth affects the others.

In every experience a child has, *all* of him is involved. For example, watch a child building with blocks. Physically, by placing the blocks exactly where he wants them to go, he is practicing and learning control of muscle movements; intellectually, he is planning, measuring, testing, trying out combinations for space and size according to the ideas he has in his head; socially, he may be one of a group collaborating on a project involving several children; emotionally, his efforts are giving him a pleasurable experience. All parts of his development are being affected as he plays with the blocks. So it is with many of his other activities throughout the day.

Each child tells us about himself by his behavior

Children seldom talk about their wishes, their fears, their concerns, their worries, their joys. This is not their way. They tell us how they feel by their *behavior* — by what they do and how they do it; by the way they react to others; by the way they work with materials; by the way they respond to the program and the teacher. For the most part, it is their behavior which tells us when they are upset or unhappy, or at ease and contented.

You need to be sensitive to the reasons for a child's behavior. You need to ask yourself: what is this child telling me by the way he behaves? For example, what is a child telling you when he refuses to eat his lunch? That he is upset, sick, unhappy? There may be many reasons. What is a child telling you when he wets? That he is coming down with an illness, that he is jealous of a new baby and wants to act like one to get your attention, or that he is afraid of becoming involved with playmates, because he does not know how to deal with them? There may be many reasons.

Finding out the reasons for behavior is difficult. At times it is like working a puzzle in which all the pieces must be put together so they fit. Finding the reasons may take time and patience. But if we are to help children, then we must try to find out what causes them to act as they do. To base our teaching just on their observable behavior without knowing the underlying causes can be dangerous as well as ineffectual. We must be careful about saying, "He is shy, that's the way he is;" or "He always hits other children;" or "She's always bragging." We must be careful about putting children in categories. This is a lazy way of thinking. It is much more difficult to find out the causes as to *why* a child is shy or always hitting or always boasting. Until we know the causes, there is little we can do to change the behavior. As we have already discussed, the causes of behavior are not the same for each child. They cannot be because each child is an individual.

Children have the same feelings as adults. At certain times a child may feel happy or sad, secure or insecure, frustrated or satisfied, loving or hostile, tense or relaxed. Children are capable of showing all of these feelings at some time or other. We must remember that children react differently even to the same given situation. For example, one child may cry or stamp his feet in anger when his sand "house" is accidently stepped upon; another child may quietly begin all over again to make another "house" without saying anything; a third child may hit at the one who did the damage. If an argument breaks out in the doll corner, one child may leave because he is afraid of what might happen to him; another child may hit out at the troublemaker to protect his friends; a third child may run to tell the teacher.

It is our job to accept the fact that children have strong feelings and to recognize their different ways of showing them.

It is children's behavior which gives us the clues to the way they are feeling. It takes skill and experience to recognize some of these clues. It is only by watching children, listening to them, talking with them, that you will obtain this skill.

Every child has a natural urge to be active

Children's bodies, if healthy, are constantly producing and using energy. A healthy child is an active child. Children need space in which to move and a balance of rest and activity within the center program. It is cruel to insist that children sit still for long periods of time; it is unnatural for them. We want to give children many opportunities to use their energy rather than restrict them.

Every child wants to feel important and needed

You can help a child feel important by:

— Believing he is a person who is worthwhile

- Knowing and using his name when you speak to him
- Listening when he talks to you
- Displaying his creative work and commenting sincerely on it
- Giving him praise when he deserves it
- Putting his name on materials so he knows they belong to him
- Showing genuine pleasure when he returns after an absence
- Giving him a chance to make some decisions

Every child needs love

All children everywhere need to know love — the kind of love that tells them they are liked just for themselves. If a child knows love, he can more easily become a secure, confident person. Though we cannot give a child the same kind of love his parents can, we can give him a feeling of warm affection which will make each day in the center a happy one for him.

WHAT PRE-SCHOOL CHILDREN ARE LIKE

There are certain general characteristics which will apply to most of the children in your center regardless of their specific ages:

Children want to feel they are becoming big, powerful, and independent

This is an age when children are slowly growing out of babyhood into childhood. Up to this time they have been almost completely dependent on the adults around them to satisfy most of their needs. Now they can be more independent. They can do more things for themselves. They can begin to make friends for themselves. They can begin to think for themselves and to carry out some of the plans they think about.

Children are interested primarily in themselves

This is an age when a child's interest in his own feelings and his own reactions comes before his interest in others. You will hear "I—I—I—I" all day long. It is difficult for a child to learn to share things and people, and he will learn this only slowly.

Children are sociable

Even though children's prime interest at this age is in themselves, gradually over the pre-school years they widen their social circle to include other children and adults. The day care center provides an ideal place for them to learn ways of cooperating, sharing, directing, following — all the many and varied skills of getting along with others.

Children learn most effectively through play

Play is the main work of a child of this age. In the day care center, a child has an opportunity to use many and varied kinds of material and equipment; and along with this, an opportunity to solve problems. It is through play that a child has many chances to find things out for himself, to test the world around him, to think for himself.

Children grow and change swiftly at this age

This is an age when children are developing so quickly in so many different ways that you can almost "see" them growing before your eyes.

The changes taking place are dramatic. All point toward the goal of making the child more mature in all areas of his developement.

In addition to the characteristics mentioned above, the following will in more detail describe the kinds of behavior you may observe in many of the three, four, and five year olds in your center.

When children first enter a day care center at the age of three, there is still something of the baby about them. They may still have their baby fat; they may be clumsy and unsure of themselves in walking, climbing, jumping, and other motor skills.

Because they are intent in developing a variety of new fine motor skills, a room with many new children will seem quiet because the children are busy concentrating all their energies on what they are doing. They can seldom work and talk at the same time. Stringing beads or painting may take all their attention. When they play in the doll corner, they are so concentrated on wrapping covers around a doll or feeding a baby, that they say very little. A child around three years can generally do just one thing at a time — talking, playing, or listening. Each activity takes all the attention the child can give it.

When children first enter the center, they may be especially silent because they feel insecure. However, once they are comfortable in the center, they begin to talk more. Their speech has developed to the point where they can form simple sentences, but not all children speak clearly at this age and you may have difficulty in understanding them. They may lisp, or substitute one letter for another, or they may make grammatical errors. Much of their speech consists of comments on what they are doing. They seldom carry on a real conversation either with you or other children. Often they talk just for the joy of talking and they may pay no attention to the fact that whoever they are talking to may not be listening.

Pre-school children like to help themselves because this makes them feel independent. Sometimes they need direct help, but first they want a chance to show you how much they can do for themselves. Because young children are just learning, you will notice that in their efforts to help, their unsteadiness often makes for spilling, dropping, tripping, etc. They need encouragement and praise from patient teachers who realize that they need ample time to do little tasks.

When children first come to the center they seldom have a large group of friends. They often prefer to play by themselves. They may play near or very close to other children, but except for a glance or perhaps a short comment, they just go on with what they are doing.

It is difficult for young children to learn to share playthings. One cannot share spontaneously until one knows what it is like to own something and few of the children in your group have ever had this opportunity. They do not know you well enough to feel sure that you will give them another turn to use a favored toy, and thus they may cling to it with no intention of giving anyone else a turn to use it. Slowly, children will learn that when they give up a plaything they will have another turn to use it once again. Not only are toys difficult for children to share; it is just as difficult for them to share your affection and attention with all the many other children in the classroom. A child would like to have your exclusive attention, especially if he likes you.

Emotionally, pre-school children are still like babies in many ways. At times they revert to babyish behavior especially when they are feeling tired, unhappy, unsure of themselves, or uncomfortable. For example, a child may want you to feed him or he may wet or he may suck his thumb at times when he feels he cannot cope with a situation. Young children need warm, motherly teachers who can give them lots of loving assurance and affection.

By the time children have been in the center for a year, they are less chubby and cuddly than they were a year earlier. They are very active and noisy, practicing their motor skills. They will repeat and repeat a skill such as bouncing a ball, climbing on the climbing bars, working a puzzle, or piling blocks in a tower. They move with much more assurance than they did when they were three years old. Their muscles are better developed; they have had practice using a wide variety of equipment and they are far less clumsy. Sometimes they overestimate what they can do and need to be warned to be cautious.

Children are very active. They cannot sit still for long; they are so interested in the many objects and kinds of play going on around them that they appear to want to participate in everything at the same time. Their world is slowly enlarging and so are their interests.

By the time they are four, children are apt to be more involved with other children in their classroom. They play in small groups, but they are still interested in their own separate projects. However, now they can talk and do something at the same time, so a roomful of four year olds will most likely be a lively, noisy place.

Most children like to be the center of attention. They do not like to listen to others and will often interrupt other children or you because they feel they must participate.

There are usually more quarrels among the older children in a center because they play together more often and also because they are not skilled enough to have found out ways of successfully settling all differences by themselves. You may need to step in to help them.

At this age, children begin to show some imagination in their play. Though they usually do not continue imaginative play for long, they will pretend to be a doctor visiting a sick baby, a mother cooking a meal, a bus driver, or a shopkeeper. They are not too exacting in their play and are usually not too concerned if there are no tickets for the passengers on the bus, if there is nothing to use for food in the housekeeping corner, or if their block building school has no windows. They sometimes cannot yet differentiate between their real world and imaginary events.

Children of four and five are far less solitary in their play than at three and will often look around the room and choose one special child to sit next to or to play with.

Children respond well to praise. They like to think that they are big and grown up; they like to help you. But there are also times when they have difficulties or feel in need of comfort, and then they seek the warmth of an understanding teacher. They also respond well as a group, and you will see them sitting absorbed in a story or singing a song.

When children have been in the center for two years, you will notice how they have matured and grown tremendously.

By this time they have lost much of their baby fat. They move with assurance and grace. They are skillful at taking care of their own needs and are much quicker at washing, dressing, and putting toys away than when they were younger.

Most five-year olds speak clearly. They use speech effectively if they are given an opportunity and are set a good example. When they play, they use speech to give directions, to accept or not to accept a friend's ideas, to imitate sounds, to inform others of their plans, or to communicate their ideas and feelings.

They have definite friends with whom they choose to play or eat. They are very much aware of other children in the class. They know who is absent, who has a new baby in the family, and whose father has just bought a bicycle. They will bring you news of neighborhood or family events because they are more interested in everyday happenings taking place in their environment. This widened interest helps them acquire new ideas and a deeper understanding of the world around them.

Older children can be very imaginative. If you observe them in the doll corner, you will see them imitating everything they see adults doing at home. They now play something "through." Their attention span is longer than before, and they can sustain an idea for a long time. For example, in the doll corner they play "wedding": preparing the food, dressing the bride, singing traditional songs. When they play "bus," they want a bus-driver, a ticket collector, and passengers. When they build a "hospital" out of blocks, they want blocks for beds, dolls as patients as well as an ambulance. Their play is more complete than it was previously.

Children of this age take their creative work very seriously. At around five years, they often make plans for what they are going to do and will announce what the picture will be about when it is painted or what they are going to make out of clay. They like to talk about their art work to others, and it makes them proud to have it displayed.

Five year olds especially feel very much a part of a group. They like to be responsible for their class and help arrange playthings, set tables, and decorate their room for a festival. They are usually very proud of their classroom, their teacher, their classmates. They are very much aware of other children in the class, know their names, and can show sympathy for them. Bit by bit, they are growing more aware of others' feelings and concentrating less exclusively on their own.

Though older children in the center can concentrate for periods of time on something which interests them, even so they can seldom sit still for longer than fifteen to twenty minutes to listen to a story, or to sing songs, without fidgeting and looking bored.

You will notice that five year olds can conform to simple group organization, and can play and enjoy games with simple rules. They also enjoy such activities as dictating group letters for you to write out, as well as acting out simple stories.

GUIDING THE BEHAVIOR OF CHILDREN

What do we mean by discipline? We believe it is helping and guiding a child toward the kind of behavior which makes living and working in a group comfortable for him as well as those around him. When you are disciplining children, you are teaching them what behavior is expected of them and is acceptable. If discipline is to be meaningful, it must be based on love and respect, just like all teaching, and it must lead to self-control.

It is to be expected that children will behave in a variety of ways depending on their own personalities, their homes and families, and the classroom environment. Nevertheless, we cannot let children do whatever they want whenever they want. This would not be fair to the class, to the individual child, or to you. Children themselves would be unhappy with such a situation. Children want direction and the security that comes from knowing that we expect certain behavior and are consistent about expecting it. They are unhappy, frightened, and confused when they do not know what kind of behavior is expected of them because their teacher is inconsistent. For example, a child will not know what you expect of him if one day you insist he uses soap to wash his hands, while the next day you ignore the fact that he does not use it, and the following day you remind him, but do not insist when he merely holds his hands under the tap. Your inconsistency will confuse him.

Children can only truly learn the difference between right and wrong when this difference is made clear to them in an atmosphere of understanding and affection — not of fear and anger. To help children develop self-control, it is not necessary or even effective to be harsh, to shout or to punish. This frightens children or makes them angry with you. If a child is frightened or unhappy, he is too concerned with his own feelings to open his mind to whatever it is you want to teach him. If you explain clearly and firmly, a child will most likely wish to cooperate with you — especially if he likes and trusts you.

Children need and want to be approved of and liked by you all the time, even when their behavior is sometimes unacceptable and makes you angry. Knowing that you like them all the time enables them to accept necessary limitations or corrections. It is only when children are corrected in such a way that they feel the teacher does not like them that they feel totally lost, abandoned, and alone.

Following are some suggestions to help you establish good control over your group of children and guide them intelligently:

— *Prevent difficult incidents* from arising by letting children know what kind of behavior you expect of them. For example, if you are going to the playyard, you can say: "We are going to walk carefully and quietly outside so we won't disturb other children in their classes." You speak firmly, making sure that you have the attention of all the children, and you walk along with them, staying close to those who you know might be tempted to run. Remember that some children may need a second reminder. If the children heeded you, say when you return to the class, "I am so glad you remembered to go outside quietly." This encourages them to repeat the desired behavior the next time they go outdoors.

Or you say: "There are two new dolls in the doll corner today. I know many of you will want to play with them, but we will have to take turns. Sarah and Rosette will have a turn first, but I will try to see that you have a chance to play with them as soon as possible."

Or: "When you have finished your glass of milk, put it on the table over there and then choose something to play with."

By *explaining beforehand* you forestall difficulties. Take into account that children might run outside shouting, that there might be arguments over using new dolls, that children might play with empty milk cups, and help them behave in a way which will not cause difficulties. This kind of foresight ensures acceptable behavior with a minimum of fuss.

— Inform and prepare children for any changes from the usual routine so they will not become upset or over-excited. In this way they will expect the change and will know how to cope with it. For example: "Tomorrow, some repairmen are coming to fix the ceiling. They will need lots of space and they will make much noise. So, tomorrow when you come to school, we are all going into the classroom next door for our milk and play. Then when our room is ready, we will come back here." Or: "Today we are going to rest on blankets on the floor because the cots have been washed and are still wet."

— Remember that children have short memories. You may have to repeat directions many times: "Wash your hands after you use the clay." "Push your sleeves up before you wash your hands." "Look for your own picture and use your own towel." You will need to be patient and expect to repeat many of the things you say and not become angry when children forget. It is better to remind children *before* they do something; then you need not correct them later.

— Remember that children are just learning many of the skills that you have perfected through much practice. Children need time. Putting on shoes, washing hands, taking a picture off an easel, washing brushes — this takes skill. Children are new at these things. They will have to practice them many times to become as skilled as you. It is unfair to become impatient with them because *you* are in a hurry. Your timetable should provide adequate time for routine procedures so that children need not be rushed.

— Help children learn from their mistakes. A child is unhappy and upset when you say: " Look what you did! How many times have I told you not to run the truck near the blocks. Now the whole building is ruined. I am going to take the truck away from you." How different this is from: " Do you remember, I told you that the place for the truck is over there on that side of the room, away from the blocks. Let's help these boys put their building back up. And then I'll show you a good safe place to play with your truck so it won't get in anyone's way." In the first example, a child is just unhappy and angry with you and may repeat the same action again. In the second, you are helping him to put right his mistake and avoid this from happening again.

— Try to find out a child's motives. The child who mixes up all the colors in the paint jars may be wanting to see what happens to colors when they are mixed. Suggest he try this out on the paper with a brush, painting different combinations of colors over each other. The child who piles up all the doll furniture and puts it in a wheelbarrow may be playing " moving." The child who bothers others may be seeking ways of being accepted by them and may not know how to get them to accept him; he needs help from you rather than a reprimand.

— Never call attention to a child's unacceptable behavior in front of the entire class. If you must correct a child, take him aside and speak to him quietly, using a firm voice. It is very embarrassing for a child to be corrected with all his friends looking on. Instead of wanting to please you, he then becomes angry and upset.

— It is not necessary to remind a child again and again of a misdeed. Speak about it once — and then try to forget it. Nagging serves no purpose. Rather, it makes for tenseness in your relationship with him.

— Speak to the children in your group in *positive* words. Suggest to them what *to do* rather than what *not* to do. Direct children by saying, for example: " Pull your wagon over here, so it won't be in the way of the swings." " Hang your painting here to dry, so it won't drip paint over the toys." "Close the door slowly." " This is the place for the crayons."

Think before you speak. Be conscious of what you say. After a while these positive phrases will come naturally, but it takes practice and thought.

— Remember what children are capable of doing. You cannot expect a three-year old to carry a heavy pitcher of milk across a room without spilling some of it; you cannot expect a four year old to tie his shoelaces quickly and correctly; you cannot expect a five year old to set the table for lunch as easily and competently as you can. These experiences are valuable if we do not expect from the child a control he cannot achieve. To ask more of a child than he is capable of doing gives him a feeling of frustration and a conviction that he is not competent and capable.

— Sincerely praise a child when he does something which shows he is learning. He will then want to repeat the action you have praised. He will understand what kind of behavior you approve. Praise makes a child feel important and worthwhile. It takes so little time and effort to say: "You have been a big help to me by putting all the blocks away so neatly," or "I see you are learning to put on your coat all by yourself," or "I like the way you helped Jacob straighten the toy shelves."

— If a child is doing something unacceptable, try to suggest another activity which, while giving him the same type of satisfaction, is approved. If this is not possible, suggest a completely different activity in a positive manner. For example, if a child is throwing blocks, you will firmly stop him, but find him something safe to throw, like a soft ball or beanbags. If a child is tearing a book, stop him and tell him what the book is for, and suggest he can tear up paper for paper maché instead. You will not always be able to think of or find a substitute activity. If this happens, first stop the child, but stay with him to help him start on another approved activity before you go off to be with other children. There *are* times when you will have to say:" We cannot let you do that."

— At times, children must suffer the natural consequences of their acts. We can let children learn that if the block-building goes too high, it may topple; if water is poured into the thick paint, it will become a watery blob of faint color; if too much flour is put into the play dough, it will be difficult to knead. These are things which we can let children find out for themselves. If children continue to throw a ball over the playyard fence after being asked to play ball elsewhere or to be more careful about where they throw it, then there comes a time when you can say: "I'm sorry, there are no balls to play with because you throw them over the fence." Or if the small cars in the class are broken because children sit on them instead of pushing them, you can say, "I'm sorry, but there are no more cars to play with because you weren't careful enough in using them."

— Any activity dangerous to *health* or *safety* of the children must be stopped immediately. In this case, you must act first and explain later. Accidents can happen while you debate what to say. Take the child aside later to explain why you needed to act so quickly; explain to him the danger of his act.

— Children need to know you like them all the time even when they are being difficult. In your own mind, try to separate this liking for a child from the things he does. A child needs your *affection* to help him behave well. You will not want children to be afraid of losing your affection. It is not a good idea to say, "I won't like you if you do that." A child feels lost and alone when someone tells him he is not liked.

— When you are faced with a child's difficult behavior and become angry you cannot think clearly and help the child. Your anger often results in further difficulties instead of smoothing them out. Try to keep your feelings about the situation under control.

— It is important that children trust you and have confidence in you. Therefore, do not make promises which you may not be able to keep.

If you tell a child he will have a turn with a toy, see that he gets it. If you tell a child you will include him in the next trip you take, see that he goes with you. If you tell the children that you will read their favored story the next day, keep your word.

— Trust and confidence in you is necessary to a child's security and his emotional development and therefore to the development of his self-control. Do not undermine him by making threats or offering him bribes. Threats and bribes are based on fear and your own inadequate feelings and are harmful to your relationship with children. It is unwise to say: " If you don't clean the room up quickly, we won't go outside to play " or " If you clean the room up quickly, I'll let you go out and play." It is much wiser to say in a positive way: " When you have cleaned up the room neatly, then we will be ready to go out to play," or: " When everyone is quiet, then I can begin the story." The words and the tone of your voice suggest the kind of desirable behavior you want the children to follow.

There may be children in your class who almost always seem to be getting into difficulties with other children. Try to find out the reason why a child is behaving the way he is.

A certain number of conflicts between children take place in every class. Not all of these can be avoided. Three little girls all want the doll with the blue eyes; two boys want one truck; three children want to paint and there is room only for two; one child gets into the way of another while they are listening to the story; one child helps himself to food off another's plate. You can add a long list of examples from your own experience. These things happen in any group of healthy, active, alert children. In handling a dispute try to be as fair as you know how and use your common sense; reason with children only when they are calm and can understand you.

To maintain good discipline you need supplies and materials that are adequate and suited to the level of development of the children. Activities that are too difficult or too easy make for lack of interest, and a program which never varies from day to day bores children. Interesting and stimulating activity leads to more satifaction for children and therefore one meets fewer problems in a class with a challenging program.

Do not be afraid to show children that you enjoy them. They say and do many amusing, endearing, and funny things. They like to see you smile; they like to hear you laugh *with* them. They will respect you if they know you like them.

INTRODUCTION OF NEW CHILDREN INTO THE DAY CARE CENTER

Before entering a day care center, a child usually has known only the secure and familiar surroundings of his own home. The people he is mainly aware of are his immediate family which may also include relatives living in or near the house. These are the people he knows best. He trusts them; he knows he can turn to them for help when necessary; he knows what to expect of them. They may scold him, they may be harsh or they may be teasing, they may perhaps not understand him, but they make up his world. A child is going to find it difficult at first to give up this security to spend his time in a strange day care center.

You have probably been aware yourself that when you were about to experience something new you felt apprehensive and dreaded the future, or you may have looked forward to the new experience expectantly and eagerly. Children come with the same kind of conflicting feelings when they first enter the day care center. They bring with them a variety of thoughts and anxieties.

Children may be timid or afraid because they do not know what they will find in this strange place. They may be angry with their mothers for leaving them. They may be sad because they feel all alone and wonder if and when they will see their mothers again. They may even be angry with you for being in this unfamiliar place when they want to be with their mothers instead.

Some children may have heard much about the day care center from older sisters, brothers, or neighbors and so may be curious and eager to participate in the activities. Others might worry about things such as: Will the teacher make me drink milk? What if I have to go to the toilet? Will the teacher shout at me? Children come with their heads buzzing with worries and wonderment at this new event in their lives.

It is not only the children who may be concerned. Some mothers as well are likely to be upset when they must leave their children with strangers in an unfamiliar place. Then again they may be angry if their children cry or are upset during the first few days and they may be embarrassed by their child's behavior.

If you try to understand what this adjustment means, then it will be easier to accept the behavior of children and mothers and easier to help children during these first few days after their entry into the center.

And for you, the teacher, these first few days of school can also be very difficult. You may be tense or nervous because you are wondering, for instance, how the children will react to the center, or whether the parents will like you. If you already have had some teaching experience, you will find these days easier to cope with than if you are new to the job. Experience will give you confidence, yet each time you go through the process of helping new children to settle in, you may find yourself faced with situations which you never had to meet before.

Whatever the procedure for admitting children to your center may be, we hope you will realize and accept the fact that for a young child to leave his mother and family even if only for several hours every day is to him a vast new step in his short life. Everything you can do to help a child and his mother ease this first separation is of the greatest importance.

We must remember that because a child may be going through a difficult time, he may behave in ways that are normally not *his* ways: he may cry, he may suck his thumb or cling to his coat; he may sit quietly in a corner and not talk or want to do anything at all; or he may run wildly about the room touching everything.

Unhappiness is not the only response from newly enrolled children. Many children will be delighted to be in the center. Children are often pleased and thrilled with a place that is just for them, with a room full of playthings and a teacher who is there just for their comfort and who knows all kinds of songs and stories and games.

We hope that in your center new children enter gradually, a few at a time. In this way, it may take several weeks to have your whole class present as a group, but this gives you an opportunity to get to know the children and parents and to give the children, whatever their age, some individual attention. Also, they then have a chance to get to know you.

We hope that in your center parents are made to feel welcome. If a mother is encouraged to go to her child's classroom and stay with him for a while, he can more easily make the adjustment between school and home. Some children need their mothers for long periods of time; other children are readier to leave their mothers soon after entrance.

Never underestimate the importance of a mother to her child. It does not matter whether she is pretty or not, nicely dressed or not, whether she is soft-spoken and smiling or cross and tense. She is *his* mother and this alone makes her the most important person in his young life. No teacher anywhere can replace a mother, but you can show a child that there is another adult who can like him and care for him and enjoy him. It is mainly through your services and attitude to children that you can show your affection, and while it is not the same as a mother's, it can be a good substitute.

When children first come to the center, they may cry. Though the noise may bother you, crying is a child's way of showing his fear, grief, or bewilderment. If a child just sits very quietly, not daring to do anything, not daring to talk or play or sing or move, this may be a sign that he does not feel free enough to cry, even though he may be as miserable as the child who is sobbing. Both these reactions are the child's way of calling for your attention and help. Do not try to explain anything to a crying child — he cannot hear you. Stay near him, hold him on your lap, put your arm around him. It is important for him to know that you are near, that you sympathize with the way he feels, and that you want to help and comfort him. It is your tone of voice and your physical nearness which shows him that he can trust you to take care of him.

Children in your class will be watching you and they will be listening while you comfort crying or unhappy children. The children will observe and decide what kind of a person you are. They will come to have more confidence in you when they see that you *do* care about them and that you want to put them at ease in their new surroundings.

Some things you can do to help make a child's adjustment to the day care center easier for him:

— The director will give you all available information about a child before he starts attending the center. Perhaps his brother attended your day care center a year or two ago ; perhaps he lives a long way from school and so will be tired when he arrives ; perhaps his grandfather recently died. All such things you should know to help you better understand the child.

— The director also will, if possible, let you know the date when a child is due to begin so anything that is to belong just to him can be clearly marked with his name and an identifying picture. Then when he arrives, and you point out to him his bed-roll or towel, he will feel he belongs and that you were waiting for him.

— Show a new child where certain things are so he can become familiar with the building and his room. He will want to know where the toilet is, where he can wash his hands, where he can hang up his jacket, where he can get a drink of water, where to find his blanket. It is easier for him to feel comfortable and relaxed when he knows where to find things.

— Make it a point to learn a child's name as quickly as possible, and use his name often. A child feels a teacher cares about him and that he is important to her when she calls him by his name.

— If a child comes into your room carrying something from home — a scarf, a doll, a toy car — let him hold it if he wants to. It reminds him of home and the comforts of home and mother. Later on, as he adjusts to the center, you may want to suggest to him that he can leave such things at home. But at first, he may need the comfort and security that comes from carrying a familiar object.

— Children often refuse to take off a cap or jacket because they are strange and unsure of themselves in the center. Again, it is something familiar from home and it makes them feel they will be ready to leave when their mothers come. For a few days, if a child clings to a coat or hat, even if it is warm, allow him to keep it on. Reassure him that some day he will take it off and hang it on the hook. And praise him when he does. But do not insist and hurry him to do this before he has adjusted to the new surroundings.

— Sometimes a new child will appear to be making an easy adjustment. A few days later, when he realizes that he will be leaving home each day to come to the center and that the day is long, he may begin to cry and fuss when he arrives. Try to be understanding about his behavior. He needs your help and comfort, not your annoyance. His behavior is telling you that he has not yet completely accepted his stay in the center. This takes time.

— When a child cries because he is unhappy or afraid or misses his mother, do not tell him to stop. He needs to cry out his feelings. Stay close to him if you can. Try to divert his attention to pleasant things. Tell him that his mother or brother or whoever is going to pick him up will come later in the day. Since he has little idea of time, it does no good to say, " Your mother will come in three hours ; your sister will come in five minutes." Instead, say : " After your rest you will go home," or " After milk this afternoon you will go home." Try to help an upset child to become interested in something besides his own misery. With increased experience you will find various successful ways of comforting children.

— When children are unhappy and uncomfortable, as they are apt to be during their first few days at school, they may revert to a babyish form of behavior ; they may wet, they may want to be fed, they may want to sit on your lap. Try to realize that this is probably something temporary which will pass when they feel comfortable. Their behavior tells you they want to be cuddled and feel cared for by you until they can again be more like themselves.

— At first, a child may just stand and watch others. One of the best ways to learn is by watching. It is not necessary that a child walk into a class and begin to play immediately. Give him time to see what there is to do, to see how beads are strung or pictures are painted or block buildings are built. You may want to suggest an activity or help him play with something, but do not insist.

— You will probably notice that the first school day of the week brings with it more crying and upset children than any other day. This is because the children have been away from the center for two days. Similarly, after a holiday, children may not want to return to the center. If you understand that this is likely to happen, you can be more sympathetic toward this kind of behavior.

— Other children in your class may be upset by the behavior of a new child. Recognize this and explain : " He is new, and he feels uncomfortable and unhappy. When he gets to know us better, then he will be happier." The fact that you show understanding and make an attempt to comfort one upset child will reassure others who may begin to feel uneasy.

— If you teach in a room that is very well equipped, remember that some children who come from homes where they have no playthings at all may be bewildered by all the unfamiliar things they see. You may need to help them by introducing toys gradually. Often children may dash from one thing to the other with the greatest delight, and you will need to let them explore the room and the possibilities there are for varied play experiences.

— You, too, may find the first few days of the school year tiring, upsetting, and exciting. This is understandable, but try to remain calm and relaxed so you will be able to give all your energy to the children. If you are very tense and talk too much or are unsure of yourself, the children catch this feeling and will have an even more difficult time adjusting to the center.

We would like to emphasize that none of the suggestions listed above are as important as your own relationship with the children. If you are the kind of person who is understanding, warm, and comforting, the children in your care will find it comparatively easy to participate in day care center life gladly and to benefit from this new experience.

THE PROGRAM: ACTIVITIES

- Organization of a Daily Program
- Play — Indoors and Outdoors
- Creative Art
- Language
- Music
- Jewish Foundations of the Program

ORGANIZATION OF A DAILY PROGRAM

Children and teachers feel secure and at ease when they know there is order in their day. In a large day care center where many separate groups of children are cared for, a schedule of activities is necessary to ensure smoothness in the running of the total center and more importantly, to ensure that there is a balance between vigorous activity and quiet interests. A workable daily schedule is the foundation of the program for a group.

This depends on :

— Number of children in the center
— Number of children in each group
— Number of teachers to each group of children
— Quantity of equipment
— Interests of the children
— Ages of the children
— Space in the classroom
— Outdoor facilities and play space
— Local climate

All of these differ from center to center, but at the basis of the program is the fact that rest must be alternated with activity. For example, after outdoor play it is desirable to provide quiet activities such as storytelling or singing. After sedentary activities, the program should provide for active play outdoors or indoors.

We know that the attention span of most children is comparatively short, and thus we need to provide opportunities for frequent changes in activity. If you are observant, you can tell when children are bored with what they are doing ; their attention wanders, they yawn, stare, fidget, bother other children around them, or become excited or silly. These are clues for you to change the pace and the activity. It is of no use to try to hold the attention of children against their will.

If you see that the time-schedule set up for your class is not in the best interests of the children as shown by their behavior, discuss this with your director with the thought of making the necessary changes.

The schedule needs to be changed if, for example :

— The children do not have enough time to use the toilet and wash their hands because another class is waiting to use the facilities.

— The time for play is not long enough for children to become involved in something meaningful before they must end their play.

— The time for play is so long that children lose interest and the play disintegrates.

— The children are seated and ready for lunch long before it can be brought to the classroom.

— Children need to be awakened from their rest in order to go on to another activity.

If possible, it is best for a schedule of activities to be flexible so that if, for example, the weather is beautiful, certain activities can be held outside instead of indoors; or if the children are thoroughly enjoying one activity, they can go on with it longer than originally planned. In a large day care center, this is less possible because there may be hundreds of children using one building and certain facilities such as playgrounds and toilet rooms must be shared. Therefore, the program of each classroom must necessarily fit in with those of the other classrooms.

Any changes you want to make in the time-schedule must be discussed with the director, because it is she who must fit your daily program into the larger one of the complete center.

Children can be upset and made uneasy by a change in program if they have had no advance warning. If possible, inform the children ahead of time if changes are to be made.

You should know your daily time-schedule without constantly having to refer to a written form. However, as a reminder and also in the event you are absent and another teacher comes in your place, a program should be clearly and carefully written down and posted in a place where it can be quickly referred to if necessary. You might post it on the door of your classroom, or of a cupboard. It should be placed where you can read it easily. It is information for adults and is not a part of the room decoration.

Listed below are two sample daily programs from two different countries for a day extending from 8 a.m. to 4 p.m. Your day may be shorter or longer because centers vary in the hours they are open.

Sample Daily Schedule

Three-year olds in a six-class day care center (good weather)

(All times listed are approximate)

8.00 a.m.	—	8.30 a.m.	Children arrive gradually Go to own classrooms and play with table toys and look at books until all children are present
8.30 a.m.	—	8.40 a.m.	Toilet and wash hands
8.40 a.m.	—	9.00 a.m.	Breakfast
9.00 a.m.	—	9.45 a.m.	Play outdoors
9.45 a.m.	—	9.55 a.m.	Story
9.55 a.m.	—	10.45 a.m.	Play indoors
10.45 a.m.	—	10.55 a.m.	Songs, finger plays, quiet games
10.55 a.m.	—	11.20 a.m.	Outdoor play
11.20 a.m.	—	11.30 a.m.	Toilet and wash hands
11.35 a.m.	—	12.15 p.m.	Lunch
12.15 p.m.	—	12.30 p.m.	Toilet, preparation for rest
12.30 p.m.	—	2.30 p.m.	Rest
2.30 p.m.	—	2.45 p.m.	Toilet and wash
2.45 p.m.	—	3.00 p.m.	Afternoon snack
3.00 p.m.	—	3.15 p.m.	Music and rhythms
3.30 p.m.			Outdoor play; children leave gradually from playground

Sample Daily Schedule

Five-Year Olds in an eight-class day care center (good weather)
(All times listed are approximate)

8.00 a.m.	—	8.45 a.m.	Children arrive gradually and play outside
8.45 a.m.	—	9.00 a.m.	Toilet and wash hands
9.00 a.m.	—	9.15 a.m.	Breakfast
9.15 a.m.	—	10.15 a.m.	Play indoors
10.15 a.m.	—	10.35 a.m.	Story
10.35 a.m.	—	11.05 a.m.	Play outdoors
11.05 a.m.	—	11.20 a.m.	Hebrew class
11.20 a.m.	—	11.35 a.m.	Indoor games
11.35 a.m.	—	11.45 a.m.	Wash, prepare for lunch
11.45 a.m.	—	12.15 p.m.	Lunch
12.15 p.m.	—	12.30 p.m.	Toilet, preparation for rest
12.30 p.m.	—	2.00 p.m.	Afternoon rest
2.00 p.m.	—	2.10 p.m.	Toilet and wash
2.10 p.m.	—	2.25 p.m.	Music and rhythms
2.30 p.m.	—	2.45 p.m.	Afternoon snack
2.45 p.m.	—	3.00 p.m.	Dramatics, quiet games
3.00 p.m.			Outdoor play ; children leave gradually from playground

Many variations of this basic program can be made. In some centers, outdoor play time is limited because many children must use one small playyard ; in other centers, almost all activities take place outdoors because of a year-round good climate and adequate space. In some centers where each class is near the washroom, children go to the toilet when they please ; in others, where the washroom is far from the class, the entire class goes together at certain stated times. In some centers, five-year olds can go outside to play when they get up from rest ; in others, this would disturb younger children sleeping on the playground side of the building. In each center, all these factors must be considered when daily programs are planned. It is most important that as far as possible the schedule takes into account the needs and interests of the children and is suited to the characteristics of the center.

There will be days when you will not be able to go outdoors for play because of rain, snow, high winds, excessive heat, or cold. This means that if possible a hall, basement, covered courtyard, or similar place must be used for active play. You should plan a program for those days when you cannot go outside so that everything will go smoothly. This alternate time schedule should be posted along with your other one and it should be planned *in advance* of the time you expect it may be needed.

PLAY — INDOORS AND OUT

The most effective and meaningful way for a young child to learn is through play. Play to a young child is like work or study to an adult. Watch children carefully when they play and you will see that they are absorbed, serious, and concentrating. They are thinking, planning, creating — working. They are using their minds as well as their bodies. And all the time they are playing, they are learning in an atmosphere of delight and pleasure.

Children of three, four, five years are not ready to sit long hours at desks and listen to teachers talk. They are not ready or able to sit still and be quiet for long periods. They need to move, to talk, to touch, to use a variety of materials.

The greatest part of the day's program in a day care center is given over to play with a variety of equipment and playthings to stimulate children to use their growing minds and bodies.

If play is well supervised and intelligently guided by you, it can provide a child with unlimited learning opportunities suited to his stage of development.

The quality of play in a center often reflects the experiences which children have in their lives. A lack of variety in play and endless repetition is a sign that children need more first-hand experiences to give them ideas for new types and kinds of activity. When this experience is lacking at home, we need to find ways of providing enriched experiences in the day care center program. For example, in one center a group of five-year olds day after day placed blocks in exactly the same fashion to make a "garage." The shape of the building never changed. The kind of play never changed. One day this small group of children were taken for a short walk in the neighborhood of their center. On the walk, the teacher pointed out and talked about a market place, a hospital, the local police station. The next day when the children came to use the blocks, they began building a different-shaped structure from the usual "garage." They decided to build a "hospital," chose small dolls as patients and made beds out of small blocks. After a few days of this kind of play, they built a "police station." Along with these new kinds of buildings, the use of toys changed, the structure of the play changed and their conversation among themselves changed. These children needed to be stimulated to gain some new ideas. In this case, an alert teacher noticed the "sameness" of their play and did something about it.

Children's play is especially rich and varied when they have the opportunity to use paints, clay, blocks, sand, and water. These materials can be used in many different ways according to the development, interests, and ideas of each child. A child is restricted when he plays with puzzles, weaves, or puts pegs in a pegboard, for each time the activity must take place in exactly the same way for each child. But with paints, a child can design any kind of a picture he wishes; with blocks, he can build any one of an infinite variety of structures; with sand he can mold and shape it in a myriad of ways. Both types of playthings have a place in a center and children can benefit from both, but it is the unstructured materials that provide the richer experience for children's growth.

Children need to mess about with water, clay, sand, mud. This is an important phase in their development and though some of these materials may seem messy or unattractive to you, we hope you will protect children's pleasure in using them, even though you hold to certain standards of cleanliness and hygiene.

FREE PLAY INDOORS

To benefit from free play indoors children need first of all freedom of choice in what to play with, space in which to move comfortably and freely, a varied selection of playthings from which to choose, and arrangements which are inviting and accessible. Just as important is a skillful teacher who is interested in the children's activities and knows how to guide them to benefit from this time during the day.

Some suggestions to help make the play-time indoors valuable:

— There must be enough equipment and supplies for the number of children in the class. Children cannot be expected to sit idly waiting to take turns because there are not enough playthings available. They have short attention spans and often want and need to change from one plaything to another. There must be duplicates of some playthings to allow several children to join in the same kind of activity together as, for example, dolls, blocks, crayons, puzzles. Inform the director if you are lacking sufficient equipment in your room.

— A classroom needs a variety of equipment. For example, there should be various kinds of take-apart and put-together toys which work in different ways; several types of transportation toys; blocks in various shapes. Otherwise, play becomes the "same old thing" day after day and does nothing to challenge children to use their minds, their intelligence, their imagination.

— Toys should be on open shelves low enough for children easily to reach what they want. Everything should be arranged neatly and in order so that it is attractive to the child, and he can easily see what there is to choose from and help himself.

— Play materials should always be in workable condition. It is very frustrating for a child to try to push a truck when it has only three wheels;

to " cook " food for the baby when the pot is so bent it won't stand alone on the stove; to try to use paste which is dried out.

Organization for Free Play Indoors

— Arrange space carefully so there is room enough for floor toys and block building. Set up only the number of tables and chairs you need for table games and play. Stack others either at one end of the room or in a corridor, playyard, or other available unused space.

— Arrange for activities requiring light such as painting, pasting, or crayoning near the windows.

— If you have sufficient variety of materials, put out different creative materials each day, always including brush painting. If you see that there is a great interest on the part of everyone for one special activity, you can make it available for several days until most of the children have had a turn and the initial interest dies down.

— Young children need to *move* when they play. Make use of the floor. Certain toys like transportation toys, push and pull toys, and various construction toys are more easily used on the floor. Reserve the tables for activities like crayoning, pasting, puzzles, and certain construction toys.

Organization of the Children

Though we want children to have a free choice of playthings, when the group is very large it is not possible just to tell children to " go and play." To have a whole mob of children choosing playthings at the same moment can become confusing, noisy, and overstimulating. Therefore, you may need to organize the choice of play activities. Though the details of this organization differ from center to center, it is best to gather the children together and suggest certain things there are to do; even choose certain children for turns with playthings. You may want to limit the number of children using the doll corner, or decide which child especially needs a chance to play with certain material. If you do tell a child that you will see he has a turn to use a favored thing, keep your word.

During Free Play

— Whenever possible, encourage children to take materials off the shelves themselves. In some classrooms, the teacher sometimes with the help of one or two children places certain art materials or games on the tables. Especially with younger children, this may be done to encourage them to come to an activity which they can see. If children don't seem to want anything to play with, take them by the hand and say: " Let's look on the shelf and see if we can find something there you would like to play with " or take them over to watch an ongoing activity.

— If a child seems bewildered at the variety of playthings, help him in making a choice. If you say, " What do you want to play with ? " he may not know or he may be too shy to answer. But if you say, " Would you like to paint a picture or put a puzzle together ? " you give him a limited choice which is easier for him to understand.

— Be alert to see that not always the same children (usually the more outgoing ones) get the first turn with favored toys each day. You may have to choose which children are going to have a turn to play with popular playthings.

— When you suggest the use of a plaything, make it sound interesting and intriguing to attract children to use it. " Here's a nice toy to play with " is not as attractive as, " Oh, look at this puzzle of a little girl. She has hair the color of yours. Let's take out the pieces and see if you can find the places where they belong. When you finish, come and show it to me."

— Some children may need to be shown how to use playthings, especially if they have never previously seen anything like them. You may have to spend some time stringing beads, building something out of blocks, or dressing a doll (while the children watch you) to show what can be done. But once you see that children grasp the idea, leave them alone to use a plaything in their own way.

When children have all decided what it is they are going to play with, your job is to see that they are suitably prepared for the activity ; for example, that the children who are painting are wearing aprons and those playing with clay have rolled up their sleeves. Watch to see that all children are physically comfortable.

— You will be very busy during free play if you are alert. For example, one child is searching for a tiny car for his " garage " and you will suggest he go to the shelf to find one. Another child is having trouble putting a puzzle together and you help him or try to find another child to do so. A third child has finished painting and stands there, not knowing what to do until you offer a suggestion. Even though you will find that at times it seems you will seem to be needed everywhere at once, there will be times when you can sit down and quietly observe children or talk with them. Show a lively interest in what they are doing.

— Your responsibility is for the entire roomful of children, not just those who are nearest to you. Glance around the room frequently even though you may be helping one child. Never sit with your back to the room ; turn your chair so that you face the greatest number of children.

— It is often necessary to encourage children who have finished playing with something to go on to another activity. If you are consistent about this, they will soon understand that they need not remain with one plaything for the whole of the play period. When children are newly arrived you may especially have to encourage them to move freely about and choose playthings. If, on the other hand. there are children who flit from one thing to another day after day insist firmly that they finish what they are doing before they go on to something else.

— If you show respect for the play material in the room, the children will follow your example. When they see you pick things up, replace them carefully on the shelves, check for missing pieces, they will understand that the room and equipment must be in good order. If you see playthings on the floor not being used, encourage the children to pick them up and suggest that they take just the playthings they need. Orderliness is part of a respect for play and playthings. It does not prevent a child from creating — it helps him.

— Show interest in the activities of the children. Comment intelligently on a picture they have painted, a building under construction, or what they have made of plastic pieces. All it takes is a few words, but the children will be encouraged by your interest in their activities. "That's a nice building" does not mean much. "What an unusual house; it has so many doors, there must be many people coming and going," is a more stimulating comment.

— If you see a plaything being misused, tell or show the child how it is to be used. If a child continues to misuse a plaything, remove it and help him find something else to do.

— You will need to be alert all the time:

To see that all children are comfortable.
To see where you are needed to help, suggest, watch.
To help children who may be having difficulties getting along with others.
To give suggestions to children for their activities.

End of Free Play Period

Children do not like to be interrupted suddenly to stop their play when they are busy. Give them a warning a few minutes before the playtime is over so they can finish what they are doing. Blocks and art materials usually take longer to clear up, so warn the children using these before you give a general signal for everyone to finish. In some centers, teachers use a signal such as handclapping or striking a rhythm instrument to indicate to children that it is time to put playthings away.

There should be a place in your room where the children can place completed pictures, drawings, pastings, or other things which they may want to show to the group or keep for themselves to take home.

When children are through with their responsibility for cleaning up, they must know what to do next or there will be chaos in the room. If there are two teachers in your classroom, one of you can help with putting away materials and the other can sit down with the group of children who have first finished their tasks. With only one teacher in the room, put a rug down in a corner where the children may go and look at books as they finish clearing up.

When the entire group is gathered together after play, discuss what various children worked at during the play time. You may want to suggest that a few children show or talk about the things they made or did. This is especially meaningful to five-year olds. Either you can comment on their work or try to encourage the children to comment themselves on their paintings, drawings, block buildings, etc. You can say: "David, you made an interesting building with the blocks. Come and tell us about it." Or

" Would you like to tell us about this painting with all the lovely blue colors in it ? " Don't insist if a child is shy. You can say, " May I tell the children about the painting you made, Sarah ? Maybe we can pin it on the wall." This will satisfy Sarah and she will feel important and yet she won't be forced to do the talking herself. This period of time should be short (remember children cannot sit still for long periods), but it should be interesting and varied enough to attract children to discuss the things they do and be recognized for them, as well as giving ideas to other children as to the possibilities playthings offer during the free play time indoors. Try to choose different children each day at this time.

Dramatic Play

The two kinds of play activity in the centers which especially encourage children to act out their feelings and to use their own imaginative ideas are block play and house play.

House Play

Your classroom most probably has a " housekeeping corner," a quiet private corner of the room where a child can pretend he is many different kinds of people : mother, father, grandparent, baby, other relatives. In this area, a child can freely dramatize home and family activities. He can bathe, feed and change a baby ; cook a meal ; invite guests for tea ; visit with friends. He can imitate what he sees and hears in his own home life.

In a doll corner a child can relive some of his experiences as they have been or even as he is afraid they may be. For example, after he has had an experience with a doctor, he might play doctor, giving a doll shots, giving orders to a nurse, giving medicine to a patient. Or you may see a child spanking a baby or talking to another child in the same tone of voice his real father uses at home.

In this kind of play, a child has a chance to feel big, strong, and powerful. He can refuse to lie down to sleep, he can shout at a baby doll, or tell the mother what he wants her to cook for dinner.

A housekeeping corner is the place where children play out family experiences they are familiar with : " wedding, party, funeral, visiting."

Younger children often say very little to one another in the doll corner, but are busy playing independently with their own activities. One girl may be feeding a baby doll ; a boy may be cooking something on a stove ; another girl may be pouring tea. Incidentally, very young children are not particular about boys playing " father " or girls playing " mother." They easily mix up their roles with no embarrassment.

When they are around five years old children often get together to decide what they are going to play in the doll corner. They may assign roles to each other and they are more particular about girls doing womanly things and boys behaving in a manly fashion. For example, before they begin to play, you may hear them saying, " Sarah, you be the mother, and I'll be the baby and Joseph can be the father. Joseph, you go shopping for the food and I'll lie in the cradle and mother, you can bring me milk."

Usually, the older children play out a sequence of events. Thus, you might see them dressing a " bride," preparing a " feast," going through " wedding ceremonies " and singing and dancing when the " ritual " is ended. Or you may see a child playing " sick " followed by a visit from the doctor, the giving of medicines and other care and eventually the child getting well again.

The possibilities of play in a housekeeping area are limited only by a child's experiences and imaginative ideas.

Your Responsibility as a Teacher:

— Show respect for this kind of play by seeing that the housekeeping corner in your room is neat and clean at all times, with all materials, dolls and doll clothes in order. A messy unkempt doll corner does not attract children to engage in constructive play.

— See that children (especially five-year olds) have suitable additional materials when their play seems to need it, such as extra doll clothes and covers, dress-up clothes, play money, play food, water — all those objects which lead to richer ideas for play.

— Respect the need of children for privacy when they use the doll corner. Otherwise, the play becomes a performance for your benefit rather than a spontaneous playing of roles. There will be times when you can easily observe the play. This can be a valuable way of learning more about a child's home life which may help you better understand him.

Note: We want children to use familiar objects closely resembling those used in their homes. Doll corners *should* differ from country to country. It means nothing to a child to find a toy washing machine in the doll corner when his mother washes clothes by rubbing them on stones in the river; it means nothing to a child to find telephones in a doll corner when there are no telephones in his neighborhood.

Block Play

Blocks of a variety of sizes and shapes are one of the most valuable and enjoyable play materials for pre-school children. They are sturdy enough to take much wear and they can easily be adapted to suit a child's purposes in play. A child can build with them in hundreds of ways and can also use many other toys along with them such as cars, trucks, dolls, beads, cubes, etc.

Playing with blocks is a valuable learning experience. A child is helped to understand concepts of *heavy, light, small, large, tall, low, curved, straight.*

He must reason in terms of *size, weight, space, form, balance.* This can be a valuable experience if you help a child express his experiences verbally. For example : " This block is much *heavier* than that one " ; or " Is this the *curved* block you were looking for ? " A child finds out through experimentation the possibilities as well as the limitations of what he can do with these pieces of wood. Training in fine motor coordination also takes place when a child uses blocks ; it takes skill to place blocks carefully one on top of the other or to balance certain blocks together.

Playing with blocks is conducive to social group play. Often children will work together on a joint venture and share ideas and materials. This kind of play promotes cooperation, questioning, taking and giving advice, reasoning, and discussion.

Block play is as attractive to girls as it is to boys, but unfortunately many times teachers erroneously believe this kind of play is only for boys. You may have to encourage the girls in your class to play with the blocks so they can find out for themselves how much joy and satisfaction there can be in using them.

Responsibility of the Teacher:

— Blocks should be stored close to the floor space for building. It is bothersome when children must carry blocks from one part of a room to another just to find a place to build, and it interrupts the play.

— Choose a space for building where blocks won't easily be knocked over. It is very frustrating for a child to spend time building only to have others accidently destroy his creation because he has built it in a busy part of the room. You may have to move tables and chairs to make space for block play.

— Blocks should be stacked on open shelves which will neatly take all the different shapes. Transportation toys, small animals and dolls, and decorating materials should be placed nearby so children can have easy access to toys which enrich and prolong their play.

— Children use blocks in many different ways just as they paint in various different styles. When a child is new in the center, he may have to be shown a few things he can do with blocks, but for the most part encourage children to experiment in fashioning structures for themselves. If you see that a child needs help in prolonging his play, you may want to give him some ideas. For example, if he has built a hospital, suggest he get a car to use for an ambulance and some dolls as patients so he can go on in his play. Or if he has made a structure which he says is a garage, ask questions such as : " Where is the door for the cars to go into the garage ? Where is the place for the cars when they are repaired ? Where are the people who repair the cars ? "

— Excellent block play is usually seen in classes where the teachers are interested in this kind of play, comment on it, make suggestions to children, and provide interesting materials for children to use in connection with the blocks.

— Younger children in the centers often use blocks in different ways from older ones. They first must experiment to see what can be done with them; their play may be vague and undefined. Older children remember their past experiences to help them fashion copies of what they have seen.

— It is fun for children to build, but often a great release and just as much fun to knock down what they have put up. Children get much pleasure from knocking down block structures. If they want to build and knock down what *they* have built, it should be allowed. However, they should be discouraged from knocking down *others'* structures unless they have the other child's permission. This needs to be made clear.

— Children must know that "blocks are to build with." There may be times when you will see children either abusing them or using them in ways dangerous to others. This must be firmly and promptly stopped by you.

— Blocks usually take a longer time to put back on shelves than other playthings. Warn children playing with blocks in advance of the rest of the group when clean-up time is approaching so they can have a headstart in putting blocks away. It is very disturbing to the rest of the group to have others putting blocks away (a noisy procedure) while they are waiting to go on the next activity.

FREE PLAY OUTDOORS

Outdoor play is an essential need for all children, and particularly for the youngsters in your center. Most of the children in your class live in tiny cramped quarters; there is little space in or around their homes for playing freely; many of them must play either in crowded alleyways and unsafe streets or stay inside in dark airless rooms.

The day care center presents children with an opportunity to play in a safe enclosed space with equipment especially designed to encourage interesting, creative, and dramatic activity. The values children receive from outdoor play depend not only on the kinds and variety of equipment, but also on your *attitudes* toward outdoor play as well as your *skilled guidance.*

When they play outside, children need a teacher who is an alert, responsible person, interested in helping them make this a profitable and enjoyable time of the day.

Values of Outdoor Play:

— This is a time in a child's life when his growing body needs exercise, not especially the kind of exercise which is done by formal movement, but a chance to move about freely — to run, jump, climb, crawl, hop, push, pull, throw, catch, skip and balance.

— Children need fresh air for healthy growth.

— Playing in fresh air increases a child's appetite and also increases the possibility that he will have a good rest in the afternoon hours.

— Children need a chance to move out of the more formal atmosphere of a classroom into the freedom of activity that outdoor play gives them. They need to be able to shout and yell and " let off steam."

— Children need an opportunity to learn to have confidence in using their bodies and find out what kind of things they are capable of doing. For example: They learn how *far* they can throw a ball, how *high* they can climb on the climbing bars. Their choice of activity should be free so that they can participate in those things which give them special pleasure as well as a feeling of accomplishment.

— A playground is a good place for a child to learn practical rules of caution and safety. Each day care center has its own rules and regulations for the use of equipment because this depends on the number of teachers, the number of children, the quantity and placement of equipment. You need to give children reasons why they can or cannot do certain things. You can help children to be careful without making them timid. " Use two hands when you climb. It's safer." Or, " Wait until the swing stops before you jump off, so it won't hit you." Or, " Crawl in one direction through the barrel so you won't bump into anybody."

— After the more formal program indoors there is value for a child in not having to participate in any special activity if he does not care to. This is possible outdoors where a child can just lie on a patch of grass and stare at the clouds if he wants to, or spend the whole time watching ants crawl around the base of a tree trunk; or just sit high on top of the climbing bars where he can feel bigger and taller and stronger than anyone else in the world. What a marvelous sense of freedom this provides when one chooses what one wants to do or not to do as long as the choice does not hurt or disturb any other children.

— Outdoor play often provides a good opportunity to learn about nature in all its fascinating aspects. What can a child observe even on an empty playground? Dark clouds moving quickly across the sky; falling leaves, puddles of water, the new buds on bushes, or beetles, snails, and other insects common to his country, as well as other phenomena which indicate the changing of the seasons. Playing outdoors with all its variety of experiences is one way a child can learn about the world around him — most dramatically through his senses. No picture or verbal descriptions can mean as much to a child as the wetness of a rain drop on his face or the squish of sand and water through his fingers as he makes a sand pie or the tickly feeling as a bug crawls on the palm of his hand.

Your Responsibility:

The opportunities for teaching during outdoor play are as fruitful as those in the class. You are as responsible for children on the playground as in the classroom. This is not a time for visiting with other teachers.

— Even if you are assigned to a special place or piece of equipment, your responsibility extends to *all* children on the playground. Glance around from time to time to check that everything is all right. You will soon learn that it is possible to help one child, talk to another, and yet watch others nearby.

— The health and safety of the children must be protected at all times. You need to be alert to every child and every activity going on during outdoor play. If there are certain rules for the use of the playground or equipment, children will need to have these carefully explained to them.

— If you notice that a piece of equipment is unsafe, do not allow the children to use it, and call the attention of the director to this.

— Some children need encouragement to use equipment. Telling children to " go and play " does not have any specific meaning for them. When you suggest an activity, make it sound interesting and enticing. For example, " Those tires are to crawl through. Or you can jump on them. Let me see you do that." Or, " This car needs another passenger," or " Here is a place on the climbing bar just for you." Often just your presence near a piece of equipment will attract children to use it, for most children like to be near you and to have your attention.

— Show an interest in what the children are doing. If you are interested, they will be interested. Comment on how well they are learning to climb, or how cleverly they have made a " truck " out of benches ; praise them on how well they have learned to pump themselves high on the swings ; compliment them on learning how to take the sand out of the tins so carefully that the " cake " stays together in one piece. If you just stand around the playground looking bored, the children will reflect this boredom and just stand about too.

— Many playgrounds have moveable equipment which can be combined in various ways to suggest a variety of activities. Change the equipment about to encourage children's interest in it and its possibilities. Children become bored when they see the same pieces of equipment arranged in the same old way, and soon they stop using them altogether.

— If your playground has very little equipment, or even none, you may need to give children ideas for activities. The addition of a ball suggests various games you might play, or you can always suggest activities such as running, hopping, jumping, galloping, skipping, or follow-the-leader games. (See appendix A.) And do not forget the possibilities for satisfying play with water, sand, mud.

— Call the children's attention to interesting objects on the playground : a tree that has lost all its leaves during an autumn storm, a bird's nest, new shoots of grass coming up, an ant hill. What there is varies, depending on the country you live in and the season, but even on the barest playground there will be certain natural phenomena to bring to the children's attention.

— A playground must never be left without a teacher. If a situation arises whereby you must leave the playground, request that another teacher or the director take over your responsibility before you leave.

CREATIVE ART

The day care program provides time each day for children to participate in a variety of art activities. These activities need not be restricted to a classroom; in warm weather, easels, tables, and materials can be moved outdoors.

When a child uses materials, for example paint, paper, paste, clay or wood, in any way *his* own ideas suggest to him, he is working creatively. It is this kind of work that we expect you will promote in your classroom. If you provide a child with a model or direct him as to what he is to make, you are encouraging him to reproduce, but not to create; in addition, because his skills may be limited, he cannot succeed in copying an adult model. Thus, he easily becomes discouraged. When a child creates, he uses his own ideas and with his own hands gives them concrete expression. We want to encourage a child to find satisfaction in creating art work which comes from his own ideas, not those of his teachers.

Some of the art products of children may not look " pretty " to your eyes; this is unimportant compared to the fact that the children themselves are doing the creating and experimenting. We must remember that young children are seldom interested in the end product of what they are making: they achieve their satisfaction and enjoyment from " doing."

Children need a chance to find out for themselves the possibilities as well as the limitations there are in various materials. We must give them a chance to try using many different kinds of materials. Children need to discover for themselves what happens to clay when it is pounded, what happens to blue paint when yellow paint is put over it, what happens when dough is left out overnight.

After a child has had many opportunities to experiment with a wide variety of art forms, he may be interested in " making " something which perhaps you can recognize as a definite object. However, we want to repeat that this is quite unimportant; we are mainly interested that the children have the experience of using many different kinds of materials.

Inspiration for ideas must come from a child's experiences. They cannot be pulled out of thin air. Many of the children in your class have not had a wide enough variety of experiences in their lives to give them many fresh ideas for working with materials. A day care center, if it has a rich program, can provide a child with many stimulating ideas for use in his art work, ideas which come from play, listening to stories, taking short trips, growing a garden, celebrating a holiday. A child needs background experiences if he is not going to paint the same picture or paste the same designs or nail together pieces of wood in the same fashion over and over again.

There are certain basic art activities which should be available for use every day in your class: brush painting, crayoning, and modeling. In addition to these, add one or two different kinds of art activities (see Appendix C). Change these frequently to keep up the children's interest.

Your Responsibility as a Teacher:

— Understand and value the use of creative art activities for young children and show respect for the materials. If, for example, you believe that finger painting is messy or that pasting is a waste of time, the children will sense your attitude and not be interested in these activities. If, however, you show an interest in what children are doing and your attitude is encouraging, this will attract them to use the materials.

— Understand that when a child works with various art materials, he uses them in a child's way. What he creates may look like nothing recognizable to your adult eyes, but the child is satisfied with his accomplishment and he is eager that you share in his satisfaction.

— Provide a sufficient variety of art and craft materials each day so that the children in your group can have a choice. Keep up their interest by changing materials and introducing new ones from time to time, especially for the five year olds.

— Provide all necessary materials in good working condition and in sufficient quantities. It is frustrating and discouraging for a child to come to the easel to paint and find dirty brushes, muddy colors, and no clean paper.

— See that the physical conditions in the room are conducive to creative activities so that a child can work in comfort. This means there must be enough light, enough chairs, enough table space, enough materials. It means a quiet corner to be able to work undisturbed by those children who are playing actively. It means a place where children can put their finished products as well as a place where art work can be displayed.

— Show respect for a child's creative efforts by commenting on them intelligently, by handling his products carefully, by writing his name and the date on his drawings and paintings, by giving children a chance to display their art products and talk about them. Remember that each child is unique in what he is capable of doing; therefore, no comparison must be drawn between the work of one child and another.

— Let a child decide when he is through working with art materials. What looks unfinished to you may, in the child's mind, be complete.

— Encourage *original* work by the children and discourage copying what another child has done. They won't be tempted to copy if you do not unduly praise one kind of art work, thus suggesting that other children imitate it.

— Allow older children, whenever possible, to help in preparing material such as mixing paints, cutting paper shapes for pasting, kneading play dough.

— Be alert to see who needs another piece of paper, who needs their sleeves rolled up, who needs help in pounding a nail into wood, who needs an encouraging remark.

Below are listed some remarks concerning brush painting, crayoning, pasting, and modeling :

Brush painting

— Place the easel in a quiet corner of the room where there is adequate light.

— The easel should be cleaned every day and should always have a quantity of fresh paper on it.

— If the easel has two sides, *both* sides should be ready for use with paints on *both* sides of the easel.

— If you have no easel, brush painting can also be done satisfactorily on paper laid on table or floor. If you do not have sufficient quantities of blank easel paper, newspaper can be used as a substitute.

— Colors should be mixed so that they are thick and clear.

— Each color should have its own paint brush.

— There should be sufficient paint in each container to last throughout the day.

— Paper should be cut in large sizes so that a child can paint in big sweeping strokes.

— Aprons should be hung near or on the easel to remind a child to put one on each time he paints.

— Show a child how to wipe a paint brush off on the edge of the paint container so that the paint does not dribble on the paper, his shoes, or the floor.

— When a child is through painting a picture, put his name on it, and help him lift it off the easel and put it in a place to dry.

— At the close of the free play period, see that easel brushes and paint containers are thoroughly washed. Older children like to help with this.

Crayoning

— Crayoning can be done on white or colored paper of various textures.

— There should be sufficient quantities of cut paper on or near the table where the children work.

— The crayons should be in a container on the table so the children can freely choose the crayons they want. It is even better if you have enough crayons so that each child can have his own box with a variety of colors.

— Write the child's name and the date on his crayoning.

— Provide a variety of colors of crayons and see that they are in pieces large enough for a child to work with comfortably. It is unsatisfactory and frustrating for a child to crayon with tiny little " ends."

Pasting

— Provide a variety of materials for children to paste: small bits of colored paper for mosaics; feathers, cotton, wool, raffia, magazine pictures, thread, seeds, bottle tops, tin foil.

— Provide individual paste containers if you can. Whether children use paste brushes or their fingers, it is easier for them to manage small quantities of paste that are for their use alone rather than to share it with others.

— Paste made of flour and water or starch and water mixed together holds only for pasting paper on paper. Commercial paste must be used for other kinds of material. If gummed paper is used, provide small damp sponges so children will not need to lick the paper.

Modeling (*dough, clay, papier maché, plasticine*)

— Provide enough material for each child so he has a *large* amount to work with.

— Provide material in good working condition: clay which is not too soft, wet, or dry; dough that is fresh; papier maché that has been thoroughly soaked.

— For use of these materials, cover the table top so that furniture is not damaged.

— See that a child's clothing is protected by a covering and that long sleeves are rolled up.

— For older children, play with clay or dough can be varied by providing rolling pins, tongue depressors, cookie cutters, match sticks.

— Few children are interested in making an object out of clay and preserving it. It is the activity itself in which they are mainly interested. Too much stress on preserving a model results in a child wanting to please you and make objects rather than merely enjoying the creative experience for its own sake.

— At the end of the work period, encourage children to put the material back into the form in which it was given to them and see that it is well stored. Clay should be made into large balls and stored in a crock, covered by a damp cloth plus a cover; dough should be stored in a plastic bag.

— Encourage children to wash their hands after using modeling materials.

LANGUAGE

By " language " we mean speaking, listening, reading and writing. These different aspects are all related to each other; for example, we need to listen and hear words in order to be able to speak them; likewise when we can speak and understand a language, it is easier to learn to read and write it.

Language gives shape to thought; that is to say, when we express our thoughts in words they become clearer and more exact. Words help us to define, remember, imagine and to reason. They play an important part in mental development.

Language is also a means of expressing feelings. As adults we know what a relief it is to talk about the things that make us happy or sad or worried. It is easy to understand the helplessness of a tiny child who, because he cannot express himself, is unable to tell us how he feels. Speech gives us power to express our emotions. It is also our main way of communicating with other people. If you have ever been in a country where you do not speak the language, you will know how difficult it is to try to explain or find out something with only gestures to help you.

The importance of reading and writing in education is very obvious, for much of our learning depends on these skills. Although we do not formally teach reading and writing to children in the day care centers, we help them develop skills which make the later task of learning to read and write much easier. We help them speak and understand the language which they will later read and write. We give them an introduction to pictures and story books; we provide varied activities and creative art work to help them develop muscular control and co-ordination between hand and eyes. In addition, the play experiences in the centers give children opportunities to develop habits of concentration and persistence which are so necessary to later learning.

In the day care centers we may have many children whose families give them little help or encouragement to speak well. Parents may talk *at* a child, give him directions, make short statements or demands, ask questions or scold, but they rarely sit down to talk *with* him. Besides this poverty of speech, our families rarely read books or newspapers so that the children have no chance to be curious about the written word. Consequently, you may have many children in your class whose home experiences have given them little help or interest in acquiring a wide vocabulary, speaking correctly, or developing an interest in books.

In our program we must make the most of every opportunity to stimulate children's language development by:

— Providing many interesting experiences to talk about — rich, varied play and creative activities, interesting group celebrations such as holidays and festivals, and short trips outside the center to visit places of interest.

— Providing good picture books and interesting pictures on the walls of the class-room.

— Talking readily with individual children or to a group in order to help children learn to express their experiences in words.

— Encouraging children to talk with each other spontaneously as they play, and more formally to a class group.

— Telling and reading stories to children.

— Singing songs to and with children.

Let us examine these points in more detail.

It is important to provide interesting experiences which will stimulate children to talk. Play and creative activities also encourage language development; children compare notes, exchange ideas, give each other instructions or just admire their own or others' efforts. In planning for holiday celebrations there are many opportunities for enriching language experiences. Five-year old children can also dictate short stories or invitations and the teacher can write these down.

Taking short trips in the neighborhood with a small group of children (accompanied by additional adults for safety) provides rich material for discussion and activities. These trips must be well planned in advance with the center director. Some suggestions of places to visit are:

Fruit and vegetable market
Synagogue
Shoe repair shop
Carpenter's shop
Barber
Police station
Elementary school
Small local bazaar
Small local factories: wool-dying, shoe-making, glass-blowing.

Looking at pictures and talking about them is a valuable experience for children. Pictures stimulate interest, curiosity, comment, discussion, as well as give information. Sturdy picture scrapbooks are enjoyed by children and pictures can also be neatly mounted and hung low on walls where children can easily see them.

To learn to speak a language well, a child must hear it spoken. It is very important that you talk to the children clearly and correctly so that they hear a good pattern of speech to imitate. In addition, help children increase their vocabulary by putting actions into descriptive words, as, for example, "How *brightly* you polished the candlestick. It shines like the sun," or "The clay is *slippery* today," or "You made the *tallest* tower of blocks." This is useful to a child because he then sees and experiences what it is you are talking about. He connects words with action.

Talk about events to the children. If your classroom has been newly painted, comment on it; when a tree in the playyard flowers, call it to the children's attention and talk about the flowers, the color, what made them bloom. Be alert to what is going on about you which may be of interest to young children.

Encourage children to talk freely to each other and to you. The only time it is necessary to ask them to be quiet is: when you want to give directions or explain something, when you are telling a story, or for example, when other children are resting. Otherwise, the more they talk the better. Children learn to walk by walking; likewise, they learn to talk by talking. Be an attentive listener. Whenever possible give a child your attention when he speaks and respond to what he says. Many young children often repeat themselves or speak haltingly. Be patient. Give a child time to formulate ideas in his mind. Don't talk for him unless you see he is being frustrated by his own inability to tell you something.

Certain sounds are difficult for children to form, especially *f-v-l-r-th-s-z-j-ch,* and often they will substitute another sound for one of these. Never laugh at a child for such mistakes; you will only make him feel ashamed and perhaps embarrassed. You might repeat the incorrect word correctly after him, but do not ask him to repeat it. For example, if he says "I tee da twee" you might say, "Oh yes, you see the tree." We want children to enjoy speaking; we do not want to inhibit them by stopping their flow of speech to correct them.

We also wish to encourage children to speak easily in front of a group. There will be many times during a day (while you are waiting for children to finish cleaning up after play, while you wait for lunch, while you wait for an afternoon snack to be brought to the room) when you can give children an opportunity to talk to the class. Your job is to offer them something to talk about! Begin by bringing up subjects in which you know they are interested. You may want to ask a question or make a comment. Think before you speak. If you say, "Did you visit anyone over the weekend?" or "Did you go to the market with your mother?", all the child can answer is yes or no. But if you say, "Tell me where you went over the weekend," you encourage him to begin to talk in sentences and give some information. Or "What did your mother buy in the market this weekend?" encourages a child to think and converse.

Show an interest in what children have to say. We want the *children* to talk; they are not interested or ready for lectures by you on topics which you have chosen. Drawing children out, knowing what to say to them to encourage them and how to guide them takes a knowledge of the children, their interests, and a good relationship with them. It takes experience to develop skill in leading a group of young children intelligently to converse on a topic.

STORIES

One of the richest language experiences for a child is listening to stories. No matter where he lives, he will probably have had some contact with story-telling in his family before he comes to the day care center. His parents and grandparents may repeat to him some of the stories they have heard over the years; his sisters and brothers may entertain him in this way, too. Some of the stories they tell may be centuries old and a part of the folklore of the country; some of the stories may be made up centering around experiences in the family. Story-telling forms a bond between the teller and the listener; even though we might not think some of these folk tales suitable for relating to a group of youngsters in a day care center, they form in a child's mind a pleasant memory of a shared experience within his family.

We hope that your center has enough story-picture books so that children can look at them individually at leisure. In addition, a definite time *each day* should be set aside for a group experience in listening to stories. This may be difficult in a country where books for children are scarce or expensive. But, with an effort on your part, stories suited to young children may be written and simply illustrated by you to provide an adequate repertoire. You will also find that children enjoy repetition of favored stories — an advantage, especially if you do not have many books available.

The Value of Stories

— Listening to a story is pure enjoyment for a child. Watch a child carefully while you read or tell him a story and you will see for yourself how much pleasure he has out of the experience.

— When a child listens to a story as part of a group, he has the warm feeling which comes from sharing an enjoyable experience with his friends. This makes an additional bond between himself and his classmates.

— A child gets information from a story. He may be hearing about things he has never seen or experienced or a story may answer questions in his mind and make the unfamiliar familiar. He also has the satisfaction and pleasure that comes from recognizing familiar events or objects.

— A child begins to have an understanding of ideas and realizes that these ideas come from the written and spoken word.

— A child comes to have a respect for books and printed words. We can help children become enthusiastic about later school experiences which involve learning to read. Seeing a teacher read a story makes a child want to learn to read so he can read stories for himself one day.

— Listening to stories increases a child's vocabulary. He hears familiar and unfamiliar words. He understands their meaning from the thread of the story or the pictures. He becomes interested in words and the ideas they convey, and in his own speech he may begin to use words originally heard in a story.

— A child learns to concentrate and to follow a train of thought as a story unfolds.

— Listening to stories develops a child's memory. As he hears familiar stories over and over and begins to repeat them to others, he remembers events in sequence.

— A child acquires immense emotional satisfaction from hearing about events which may be exciting, sad, funny, dangerous, thrilling. He can identify himself with characters in a story. He enjoys hearing about these familiar or unfamiliar happenings in stories because he is safely removed and can vicariously enjoy the experience.

— A child's imagination is stimulated as he listens to stories of the possible and the impossible. He may repeat some of these events in his play or he may acquire ideas which he can express through the use of creative materials.

— Stories frequently stress the importance of and just reward for such qualities as kindliness, courage, honesty and diligence. The hero who is good and kind triumphs and lives happily ever after while the wrong-doer comes to a bad end. Children are influenced by the values implied in these stories and as they identify themselves with the hero may acquire certain positive attitudes toward human behavior.

If you value books and stories, this will show in the thoughtful way you choose stories for your group, in the careful way you care for books in your class, in the way you spend time preparing to tell or to read stories, in the way you search for or create illustrations and most of all in your enthusiastic attitude toward books, story-telling, and reading.

A good story for a young child:

— Has a plot and action that is easy to follow from the beginning to the middle through to the end. In this way a child can follow through the ideas as he imagines the happenings in the story.

— Has a rhythm to words and sounds. Young children are attracted by sounds. They often repeat words or syllables just because they like to make the sounds. They particularly like the rhythm of sounds of animals, transportation objects, and natural phenomena such as wind and rain.

— Makes use of repetition either in events of the story or of certain words.

— Is short enough so the children can listen without becoming fidgety or bored.

— Has ideas which are not completely outside of a child's imagination or experience and not too difficult for him to understand.

— Has clear pictures that illustrate what the story is all about.

— Has a satisfactory climax so that when the story is finished, a child is left with a feeling of contentment, ease, and satisfaction.

When you choose a story to read or tell, think carefully about the age of the children in your group.

Three-year olds like to hear short simply constructed stories mainly about children like themselves, about homes and families and events they have experienced such as children going to school, the celebration of holidays, and fathers going to work. Four-year olds can sit through longer stories. They like action and can understand a more involved plot; and they enjoy stories about animals or about children like themselves. Five-year olds can understand more elaborate stories and they particularly enjoy tales with unusual or funny or silly happenings. They are also ready for stories which give information; for example, about how plants grow, what the rain does, the job of a farmer.

It takes practice and work to learn many stories for the age group you teach so that you will have a wide repertoire. It is an effort which is well worth making, for few experiences in the day care center will be as personally rewarding for you as looking into upturned faces while children sit rapturously hanging onto every word you utter. Story-telling can be a source of great emotional satisfaction for you as well as for the children.

At first, it will take you time to cut out, draw, or assemble illustrations for books you make or for flannel board stories. But this is work which you need to do only once (learning a story, drawing illustrations). Once you know a story well it can be repeated and the same illustrations used over and over again.

When you tell or read a story:

— See that the children are comfortably seated in a half circle around you. Uncomfortable children cannot concentrate; they move about, interrupt, disturb others sitting near them, and in general spoil the story for others. Children should be seated facing *away* from the light so the light falls on the page of the book and is not glaring into their eyes.

— It is very upsetting for a child to be eagerly waiting to see and hear what happens next, only to have the teacher stop to talk to interrupting children. Say to the children *before* you begin the story: " Now it is my turn to talk. When I finish the story, I will give you a turn." If a child does begin to interrupt, look at him and say firmly: " Just wait till we finish the story, please." Be sure to remember after the story those children who are waiting to make some comment.

— Hold the book in such a way that the children can easily see the illustrations all the time you are telling the story. You may also want to tell the children before you begin to read that you will leave the book on a table for them to look at the pictures at leisure.

— Know a story so well whether you are reading or telling it that your full attention is on the *children.* Then you will have the kind of direct eye contact which is so important to hold their attention and you will be able to see their reaction. A teacher who fumbles, stutters, loses her place, or forgets to relate an important incident spoils the story as well as what should be an enjoyable occasion for the children.

— Let your *voice* tell the story. Try to enter into the feeling of the characters and show this in your voice. It is not necessary to over-dramatize with many gestures or to make a " play " out of it. If you do this, the children will pay more attention to you than to the words and ideas. But, be interested and sound interested in what you are reading or telling.

— Speak in a clear distinct voice so all children can hear and understand. It is not necessary to shout. Pause where the story line seems to call for it, and change the pace occasionally. All this will enhance the story and make it more interesting.

— When you finish a story, pause. It is not necessary to ask, " Did you like it ? " The children's response will tell you that. It is not necessary to explain or repeat or ask questions. Let the story stand all by itself. The children need a moment of silence to let the ideas sink in. Then maybe they will have some comments. Give them time to reflect on what they have heard.

Flannel Boards

Some centers make use of flannel boards for illustrating stories. These are large boards made of wood or other sturdy material covered in felt or flannel to which pictures backed with flannel or sandpaper will stick.

To make meaningful use of a flannel board :

— Pictures should be cut out in outline, separately, after they are colored or painted.

— Pictures must be backed with material that will cling to the flannel board. It is very disturbing to children when pictures fall off right in the middle of a story or if they must wait while you try to stick the illustrations to the board.

— Pictures should clearly illustrate the action described in the story. It confuses a child if you plaster a flannel board with so many pictures that the child sees nothing but a mass of unrelated illustrations to try to understand. Practice the placing of them before you tell a story in front of a group of children so you will be experienced enough to give your attention to the children, not the pictures.

— Pictures must be drawn with a right sense of proportion. For example, unless it is part of the story, a child should not be taller than his mother ; a cat should not be smaller than a mouse. All pictures should be in proportion to one another.

— Pictures for each story should be kept together in a labeled envelope so that all the pictures for one story are in one place when you come to use them.

— When you prepare to tell the story, be sure the pictures are all in the proper sequence so you won't need to waste time leafing through them to find the right one while the children wait impatiently to see what is going to be put on the flannel board next.

— Because flannel board pictures are complicated to prepare, it is a good idea for a center to keep a " library " of such stories in the director's office so that one set can be shared among the staff.

Songs

Traditional songs of childhood are a child's musical and literary inheritance. When we teach these songs to children we give them a richness of language experience easily remembered because of the accompanying melody. The teaching and singing of a wide variety of songs is an important way of enriching children's language. (See section on Music.)

MUSIC

In the day care center, we want to do all we can to help children retain their natural enthusiasm for music and rhythm. You will notice that happy, relaxed, contented children will often sing spontaneously throughout the day. Many children already know a wide variety of songs, musical games, and folk tunes by the time they first come to the center. In addition to what they already know, we want to add to their experiences with music by introducting new songs, singing games, and rhythms into the program. You will find out that it is not necessary to choose music just from the country in which you teach; children enjoy tunes and songs from countries and cultures other than their own.

There should be time in a day care program every day for group musical activities, but we hope that you will also interweave singing and movement to songs into the daily activities. For example, if you know a song about handwashing, sing it while the children wash their hands; if you know a song about jumping, sing it while the children jump in the playyard.

Singing

In order to have a wide repertoire of songs from which to choose, make an attempt to learn as many songs as you can — from fellow teachers, from friends, and neighbors. If you know many songs, you can pick and choose those you think the children in your class would enjoy, those that pertain to their interests, those that are suitable for their age. It is not necessary to teach the children *all* the songs you know.

Three year olds like short songs with simple tunes. They like songs that describe actions to suit the words. Older children, too, enjoy movement to words, but they can sing longer, more complicated songs. Songs with repetition of various words and sounds are appealing to young children. As for subject matter, children particularly like to sing about other children and their activities, families, animals, nature, and modes of transportation.

Teaching Songs

When you are seated with a group of children for singing, begin with a song they already know so everyone can join in. Give the children a chance to choose the songs they want to sing. Sing each one once and then go on to something else; it is not necessary to repeat and repeat a song.

Accept the fact that some children may not be interested in singing. Let them sit quietly with the group and listen. Never force a child to sing; this may make him dislike any singing at all.

Unless a child sings alone spontaneously, do not choose one child to sing to the rest of the group.

When you teach a new song:

— See that the children are comfortably seated so they can all see you.

— Know from memory the song you are going to teach. You must have learned it and prepared it so that your attention is on the children and not on the tune and the words. You will find it helps if every time you learn a new song, you write down the words (and if you can, the music) in a notebook. In this way, you will soon have a songbook which will be useful. Note which songs the children especially favor.

— Some songs, when you sing them for the first time, need a short introduction to capture the interest of the children. You can say: " Listen carefully. I have a new song for you. It is about sheep like the ones we saw going past the playground this morning." It is not necessary to talk on and on. Once you have the interest of the children, sing the song all the way through. Tell the children you are going to sing it a second time and if they want to join in, they may. If the song has a special sound in it, for example " meh, meh, meh," you can ask the children to help you sing that part when you come to it.

— It is not necessary to repeat a new song again and again. Sing it two or three times and then tell the children you will sing it another day for them. Children become bored and disinterested if you repeat and repeat.

— Children will imitate your voice. Set a good example by singing softly, sweetly, and clearly. It is not necessary to shout.

— Enunciate the words very clearly so the children can understand what a song is about.

— If you possibly can, pitch your voice high. Children have naturally high voices. They cannot easily imitate a tune if you sing in a much lower key than they can manage.

— Always sing songs completely through, not line by line. Never ask children to repeat a phrase or sentence. They will learn a song as they hear it sung. It may take days, or weeks. There is no hurry.

— When you realize that the children are gradually learning a song, lower your singing voice until it is the *children* who are doing most of the singing.

RHYTHMS

The response of children to various sounds and rhythms is basically individual. We want to keep this individuality in children. Most children enjoy moving to clearly defined sound, regardless of whether it is made by hitting two stones or sticks together or made by a drum or a piano.

We want to give children an opportunity to move freely to sound in any way they feel so inclined. For example, one child may hear strong loud music and feel like marching; another may feel like jumping; another may feel like hopping on one foot.

Many children in your center will be familiar with the dancing of their own country with its own particular steps. We want to encourage children to participate in these dances. In addition, we also want them to find out what joy and fun there is in listening to various sounds and moving freely to them. In order for children to have this experience, they need a teacher who knows how to beat various rhythms on an instrument, who has some good ideas to give to the children if at first they may have none themselves, and who accepts children's ideas in reacting to rhythm and uses them in her teaching.

Attention should be focused on the enjoyment in moving individually to music. We are not interested in teaching children formal dance steps or insisting that they imitate the teacher. This may be a new idea to you because when you went to school, perhaps you had to follow what the teacher did when she danced. This may be valid for older children, but for young children, we want them to experiment in moving to sound. If we insist they follow certain steps, this stops them from finding out what they can do with their own ideas.

Your Responsibility as a Teacher

You can gather a group of children for dancing outdoors on the playground or indoors in your room. Wherever they dance, remember that children need space in which to move. You may need to move tables and chairs to have enough room so that *many* children at a time may join in the activity. Unless you are teaching a formal ring dance, it is not necessary to make a circle. Do not suggest that children hold hands unless a few of them decide to do this spontaneously; holding hands restricts a child and limits and inhibits his movements.

— Be consistent in the beat of the rhythm you play for children. Young children are not skilled enough to suit their movement to sudden changes in time and tempo. When you do see children responding sensitively to changes in tempo and volume, comment on this fact to them.

— Call the children's attention to the fact that it is necessary to listen carefully to the beat because it will suggest the kind of movement. Also, you will need to listen to the sound of their foot movements for clues as to how quickly, slowly, loudly, or softly you should play an instrument. Watch the children's feet; watch their movements as they dance. It is always better to adjust the basic rhythm to the children rather than ask them to adjust their movements to the rhythm you are playing.

— There may be some children in your group who are too inhibited to dance in front of others. Invite them a few times, but if they refuse, leave them alone and do not comment. They will probably join in the activity when they feel more at ease.

Suggestions for beginning rhythms:

- Walking
- Running
- Galloping
- Marching
- Tiptoing
- Jumping
- Rolling
- Swaying

Suggestions for more advanced rhythms:

- Hopping
- Stamping
- Skipping
- Walking backward
- Sliding
- Twirling
- Imitating: camels walking, horses galloping, birds flying, fish swimming, ducks waddling, airplanes flying, lambs jumping.

By the time a child is five and has had some experience with rhythmic movement and creating to movement, he will enjoy the following rhythms:

- Tree swaying in the wind
- Baby learning how to walk
- Digging a hole
- Carrying a heavy load
- Pushing a heavy load
- Carrying a water jug
- Jumping over puddles
- Jumping into puddles
- Jumping a rope
- Rowing a boat
- Painting a wall
- Sweeping a floor
- Washing clothes
- Ironing clothes
- Carrying bread to the oven
- Walking in deep snow
- Rocking a baby
- Throwing a ball

Five-year olds enjoy acting out rhythms in a sequence which tells a story; for example, an airplane taking off, flying, and landing; a baby rocking in a cradle, crawling, then walking and running; a plant growing slowly from a seed into a flower.

Rhythm Bands

Children like to make music themselves. If you have a collection of different kinds of sound-making instruments, from time to time you might want to have a rhythm band. Some good rhythm instruments are: bells, tambourines, triangles, drums, shakers (can be made from containers filled with stones, rice, beans, lentils). The fun of playing in a rhythm band comes from doing something together in a group for enjoyment, and in cooperating with others. Four and five-year olds are more ready to join in this kind of activity than three-year olds who are more concerned with themselves rather than in a project involving the complete group.

There must be enough instruments in your room so that at least half of the group can be participating at one time. If your class does not have enough instruments for many children to play at one time, you might suggest to the director that all the center's instruments be kept in one place for each class to borrow as they need them.

Your Responsibility as a Teacher:

— All rhythm instruments should be in good condition. Any that are broken or have a missing part should be put aside for repair. It is very frustrating for a child to ring a bell when the clapper is gone or to beat a drum which has a broken skin.

— When young children choose a rhythm instrument, it is only natural that they want to play it immediately instead of waiting for everyone else to choose their instruments. We suggest you follow this method of distributing instruments :

- — Seat the children in a circle or semi-circle.
- — Sing a simple familiar song with a definite beat as you go from child to child with the box of instruments.
- — As a child chooses his instrument, let him begin to play *immediately* to the music of the song.

By the time all the instruments are given out, the group is beating time to the song they are singing. By using this method, it is not necessary to ask children to do the impossible — to hold a tambourine without shaking it or to hold a bell without ringing it while they wait for everyone to be provided with an instrument.

— If there are not enough instruments for all the children to use at the same time, ask some to clap their hands to the music and see that they have a turn later with an instrument.

— Choose songs to follow that have a regular beat.

— So that the sound produced is pleasant, suggest to the children that they play quietly enough so they can hear the sound they are following.

— There are many variations possible in directing a rhythm band. You might say, " This time all the children with drums will play and then, when I point to the children with bells, it will be their turn " ; or " This time the music is just for cymbals and shakers."

— When you collect instruments after the rhythm band, follow the same procedure that you did when handing out the instruments. Sing a familiar song and ask the children to join in with their instruments. After they put their instrument away, they can continue by clapping their hands to the song. When all the instruments are collected, the entire group will be clapping their hands and singing and will not have to just sit and wait while instruments are being put away.

If you have a large classroom, you might want to put out instruments for children to play and examine and experiment with at their leisure. This can also be done on the playground if there is adequate supervision. You may have to remind children that instruments must be used where you have placed them ; in countries where musical instruments are difficult to make or buy, it is especially necessary to be extra-careful with them.

Note : In some countries, children enjoy playing instruments when they imitate various family occasions in the housekeeping corner. They may particularly enjoy using the instruments native to their country. It has been noticed that if the instruments are left in the doll corner, the children enact the same kind of ceremonies every day and the play becomes sterile. In order to prevent this, control the times you hand out instruments so as to encourage the children to try out various forms and kinds of family and house play instead of confining themselves to the same thing day after day.

Singing Games

Singing games are those in which children participate in stylized movements, usually described by the words of the song. Many countries have a wide variety of such games. We suggest that this activity be reserved for four and five year olds because it is easier for them to follow the set directions which usually are a part of such games.

THE JEWISH FOUNDATIONS OF THE PROGRAM

The JDC day care centers supplement the basic religious education children receive in their homes by making aspects of Jewish life an integral part of each day's experiences. Special emphasis is also given to the weekly celebration of Shabbat and of the various Jewish holidays occurring throughout the school year.

The atmosphere and spirit in which holidays are observed are as important as the information given about these holidays and the activities centered around them.

Between three and six years of age children are mainly interested in themselves and their near environment; historical events have little meaning for them. Therefore, if we want to make these young children aware of their religious heritage we must link Jewish content in the program with the " here and now ".

Some of the concepts used in the Jewish program must necessarily concern abstract ideas. Words such as forgiveness, holiness, sanctification, penitence, will be difficult for young children to understand. But whenever possible, we must try to give these words meaning by linking them with a child's experience. For example, a child who has recently been forgiven for misbehavior will have the beginning of an understanding of what forgiveness means. We must also help children understand less abstract terms. For example, we often use pictures to illustrate a Bible story, or sometimes we may bring ceremonial objects such as a lulav, shofar, or megillah into a classroom. When the children have handled and talked about such objects they have a much clearer understanding of what these words mean. We must choose songs (see appendix D), stories, dramatizations, and dances which are as far as possible at the level of understanding of a pre-school child.

The Jewish program in a day care center depends on the traditions in the community. We want to keep these traditions alive and meaningful in the life of the children.

Prayers

In your center, certain prayers will be said daily; others will be only for specific occasions. In some cases, there are differences in various countries as to the form of the prayers. What is important is that the child has a general understanding of what it is he is saying in Hebrew. You will need to explain the meaning of each prayer. An explanation just once will not be sufficient; during the year, from time to time, say, for example: " Now we are going to say the morning prayer. It says that we thank God for giving us strength and life for another day." We want to help children understand the rituals so they are interested in what they are saying and doing.

You will also need to help children remember that prayers are said quietly with a feeling of reverence. Be sure to have the attention of all the children before you begin saying a prayer together. Speak in a soft tone of voice.

Wherever you teach, remember it is necessary that all boys in your class wear a head covering during the saying of the prayers as is customary among all Jews.

Whenever it is possible, it is best to use a ritual tune to sing a prayer. It is easier for a child to remember a prayer when it has a tune and it is more enjoyable for young children.

JEWISH HOLIDAYS

The celebration of the various Jewish holidays should be observed in a simple fashion. Elaborate ceremonies and preparations are often overexciting and tiring, especially for three- and four-year olds. In centers which over-dramatize the Jewish holidays, one can see teachers and children limp with exhaustion and anticipation; instead of having a joyous time, irritability and crying characterize the behavior of the children and often everyone gives thanks when the holiday is over! Young children are quite satisfied to celebrate a holiday by hearing the story conveying the origin of the holiday, adorning their room with decorations they have made, using the theme of the holiday in their creative arts and crafts, learning a few songs and perhaps dances, or dramatizing a story.

When planning to celebrate a holiday, keep the needs and interests of the children in your group in mind. Spontaneous and simple childlike expression in arts, crafts, and literature using familiar working materials means more to children than being directed for days to make "beautiful" adult-like decorations and other objects for the room. What pleases your eye or that of other adults may be meaningless to children.

When children have worked hard to prepare for a holiday, they want their contributions recognized. Remark on their paintings, their drawings, their decorations, their rhythmic expression.

When a holiday is concluded, remove the decorations and objects from your room. There is no purpose in keeping a room festive for weeks after a holiday is over; it only extends the period of excitement and tension.

In order for you to do an effective teaching job, it will be necessary that you know the historical background of each holiday and have a repertoire of songs, stories, and games. The suggestions offered in the following section are a condensation of the many ideas possible for teaching. Your center has complete handbooks available for celebrations of religious holidays; perhaps you were given a copy during your training. Read the holiday handbook carefully before each holiday and choose from it only those activities which you believe would best benefit the children in *your* group.

Shabbat

The celebration of Shabbat is a distinguishing mark of the Jews as a people. The word means "rest." In addition to being a day of rest from work, Shabbat is also considered as a day of joy and celebration. Though your day care center is closed on Shabbat, it is still possible to celebrate the holiday on the school day closest to the Friday evening of Shabbat.

A Kabbalat Shabbat ceremony is held in every class room every week. Because this is a weekly holiday, you will need a large repertoire of Shabbat songs and Bible stories so that the celebration for this most important of all Jewish holidays does not disintegrate into a mechanical boring ceremony for the children. Usually, this is one day of the week which children look forward to with great eagerness because of its "special" quality.

If your room has a Shabbat shelf see that the ceremonial objects on it are always in good condition. A broken kiddush cup, a cracked candlestick, or pieces of playthings have no place here. Consult your director if you need a replacement for an object. Children should know that this is a special part of the room and a place that is respected and well cared for.

Prayers (See Appendix E.)

Activities

— In most of the children's homes, special cleaning is done for Shabbat. Children enjoy helping clean and straighten their classroom so that it is neat and in order for the Shabbat celebration. Cleaning activities can be done during the free play time indoors, with children free to use play materials when they have finished their tasks. Candlesticks can be polished; the kiddush cup washed and polished; tables, chairs and toy shelves washed or dusted; and playthings washed. The doll corner can be straightened, doll clothes washed, and a Shabbat table set in the doll corner. Kippot, if plastic, can be wiped off and in general the room can be straightened.

All the materials for cleaning should be kept in one box in a cupboard so that they can easily be distributed on the morning of the Shabbat celebration. Children enjoy playing with water, but check to see that especially if the weather is cold they don't completely immerse themselves as well as the objects they are scrubbing.

— Occasionally, you may wish to undertake a special project. With a small group of children, you can:

- Knead dough for bread to bake in the school oven.
- Press juice from grapes.
- Melt wax to make Shabbat candles.

These projects must be carefully planned and should first be discussed with the center director.

Kabbalat Shabbat

A good time for a Kabbalat Shabbat ceremony is in the afternoon when the children get up from their rest. Choose different children each week to help you prepare the table for the ceremony.

The Shabbat table should have on it:

— A clean cloth
— Two candlesticks and candles or two glasses with oil and wicks
— A kiddish cup with "wine"
— Two small loaves of bread covered with a cloth or decorated paper
— A "treat" of some kind for the children (biscuits, candy, etc.)

Though each center usually has its own individual way of holding a Kabbalat celebration, here are some suggestions:

— After their rest, the children should wash and make themselves generally neat.
— The Shabbat table can be put in the center of the room and the children seated on chairs or on the floor around the table.
— Before the prayers, sing one or two familiar Hebrew Shabbat songs.
— Choose one girl to say the prayer over the candles.*
— Choose one boy to say the prayer over the wine.
— Choose one child to say the prayer over the bread.
— Dance some simple Hebrew dances (for four- or five-year olds).
— Gather all the children around and tell them one of the Bible stories in your collection.
— After the story, offer children their Shabbat "treat."
— When they are through eating, you may want to sing more Shabbat songs or suggest rhythms pertaining to the Bible stories.

Parents often like to join in the Shabbat celebrations. Speak with your director about the possibility of occasionally inviting them to share in the ceremony.

The following Bible stories are particularly well liked and suited to young children:

Creation of the World
Noah and the Ark
Moses in the Bullrushes
Jacob's Ladder
Rebekah at the Well
David and Jonathan
David and Goliath
David, the Shepherd
Joseph and his Brothers
The Tower of Babel

Songs (See Appendix D.)

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* *Note:* For safety's sake, candles should be lit by you. In some centers, the lighting of candles is forbidden due to fire laws.

Rosh Hashanah and Yom Kippur

The first holiday in the school year is Rosh Hashanah, which comes at the beginning of the Jewish New Year. Rosh Hashanah is the first day of a ten-day period called "Yamim Noraim," which means "the solemn days." The last of these ten days is Yom Kippur, the Day of Atonement, and the most solemn of all the Jewish holidays. The symbolic meaning of these holidays is difficult to explain to a young child, but you can help him understand various holiday customs which he sees at home or in the synagogue at this time. For example, you can explain the use of the Shofar as being a signal to startle people, like a fire gong, to wake up and consider whether they are behaving in a right or wrong fashion; or explain the wearing of white by the leader of the congregation in the synagogue as a hope that everything will become pure at this time of the year; or you may want to talk about the fact that sweet foods are eaten at the evening meal on Rosh Hashanah in hopes that the new year will be sweet.

Prayers (See Appendix E.)

Activities

— In some countries, it is customary to send Rosh Hashanah greeting cards. The children can cut out and decorate such cards to take to their families. You will have to write the traditional "Lashana Tova" on the card, but the children can crayon, paint, or paste the decorations.

— This is a good time of year to visit a synagogue with a small group of children. Arrangements must be made beforehand with the director of the center.

— Illustrations pertinent to the holidays should be hung on the walls of the classroom.

Songs (See Appendix D.)

Succoth

Succoth is the first of the three harvest holidays in the Hebrew calendar. Succoth means "huts" in Hebrew. When the Jews lived in the desert after their exodus from Egypt, they had to live in huts and tents. Later when they settled in Israel they again used small huts during the harvest time to remind them of their wandering for forty years in the desert.

The Bible commands us to take four symbols to commemorate this harvest festival:

- — a "lulav" (branch of a palm tree)
- — an "etrog" (citron)
- — a branch of a myrtle
- — a branch of willows of the brook

This symbolizes appreciation for God's goodness.

Prayers (See Appendix E.)

Activities

— Some centers erect a succa on the playground or the roof of the building. The children can help decorate it with fruits; they can eat lunch or a snack in the succa or go into it to listen to stories, to sing, or dance. If your center does not have a succa, perhaps you can arrange a trip to a nearby synagogue to visit their succa.

— Creative arts, block play, house play, rhythms, all lend themselves to activities concerning the building of the succa and the preparing of fruits to hang in them.

If you have a " lulav " or an " etrog," place them where the children can see and touch them.

Songs (See Appendix D.)

Simchat Thora

" Simchat Thora " means " rejoicing in the Thora." It is a holiday celebrated on the ninth day after the first day of Succoth. In the synagogue, the last portion of the Thora is read: the first chapter of the Thora is also read immediately after that, signifying that the Thora has no beginning and no end. In most synagogues, on the eve of Simchat Thora, the Thora is taken from the Ark and congregants march around the synagogue carrying it in their arms.

Prayers (See Appendix E.)

Activities

— Children can make Thora scrolls, either individually or as a cooperative group project, depicting some of the Bible stories.

— A nearby synagogue may be visited so the children can see and touch the Thora.

Songs (See Appendix D.)

Chanukkah

Chanukkah is also called the Festival of Lights or the Festival of the Macabees. It lasts eight days and is a happy holiday which celebrates the regaining of Jewish independence and the right to practice the Jewish religion. It is a holiday which particularly appeals to children.

Each day one additional candle is lit from one central candle (the " Shamash ") until on the last day nine candles are lit.

Prayers (See Appendix E.)

Activities

— At the end of every day during the festival of Chanukkah, celebrate a short ceremony for the lighting of the candles including the recitation of the prayers, the singing of Chanukkah songs, and dancing.

— Decorate your room with objects which the children have made representing dreidels, cruets, candles, menorot, etc.

— Each child can make a menorah to take home. These can be made out of wood, clay, dough.

— If children dramatize the story of Chanukkah, they can help make their own costumes such as crowns, arm bands, etc.

— Wax can be melted down to make Chanukkah candles.

Songs (See Appendix D.)

Tu B'Shvat

Tu B'Shvat means the fifteenth day of the Hebrew month of Shvat. It commemorates the beginning of spring in Israel. It is also known as the holiday of planting trees, which is done on this day in Israel as well as in other countries.

Prayers (See Appendix E.)

Activities

— Decorate your room with pictures of trees and plants.

— Make small trees out of paper, clay, dough, or other materials.

— Plant fast-growing seeds in flower-pots or window-boxes.

— A tree-planting ceremony can be celebrated outdoors on your playground.

Songs (See Appendix D.)

Purim

Purim is a festival of joy. The word " Purim " comes from the word " pur," which means " lot." Haman cast lots to decide which month and day would be the time to exterminate the Jews of Persia. His plans failed and the Jews were saved. The story ends with the victory of Esther, Mordecai, and all the Jews.

The story of Purim is told in the book of Esther, the " magilat Esther." This tale is read in the synagogue from a parchment scroll.

Prayers (See Appendix E.)

Activities

— Decorate the classroom gaily with symbols of Purim crowns, noisemakers, scrolls.

— The children can make and decorate gay hats to wear on Purim.

— Individual scrolls telling the story of Purim can be drawn by the five-year olds or several children can work on one scroll for the class.

— Each child can make a simple gift to take home to his family.

— If the story of Purim is dramatized, the children can make costume decorations.

Songs (See Appendix D.)

Pessach

Your day care center will probably close for the eight days of Pessach because of the impossibility of observing the food laws. However, it is a holiday which can be celebrated before your school closes.

Pessach centers around the celebration of the liberation of the Jews and is mainly a family holiday. The high point of the activities is the Seder, which is celebrated on the first two nights at which time the "Hagadah" is read. Because in many countries the youngest child asks his father the Four Questions during the Seder, it is helpful to teach these in song form to the *five-year olds* in the center.

Young children are especially interested in the parts of the Pessach story concerning Miriam, Moses, and the journey through the desert.

In addition to the story of Pessach, the children in the center should know the significance of all the special Seder objects and practices:

Seder plate
Three matzot
Afikomin
Cup of Elijah
Matza
Hametz

Prayers (See Appendix E.)

Activities

— The room can be decorated with pictures of the Pessach story.

— Make coverlets for the matzot at the family Seders. Paper or cloth can be used.

— Five-year olds can draw pictures for a Hagadah.

— Five-year olds can dramatize the story of Moses in the bullrushes.

— Five-year olds can plan and prepare a Seder for the class with all the proper ceremonial objects. This must be discussed with the director beforehand so she can make arrangements for various items of food.

Songs (See Appendix D.)

Lag B'Omer

Lag B'Omer means the "33rd day of the Omer." The omer was an agricultural measure once used by the Jews. There are several reasons given for celebrating this holiday:

— The struggle for independence waged by the Jews.

— A holiday for students in commemoration of the time when pupils of Rabbi Akiba left their books and studies to engage the army of Bar Kochba in a fight for their religious, cultural, and political liberty.

— To commemorate the end of a plague which struck the pupils of Rabbi Akiba.

— In celebration of a victory by Bar Kochba.

It is the custom to go on picnics on this holiday.

Activities

— Any special pictures pertinent to this holiday can be hung on the classroom walls.

— With the permission of the director you might organize a picnic lunch for your class.

There are no special prayers to be said on this holiday.

Songs (See Appendix D.)

Shevuoth

This holiday is of double significance :

— It commemorates the receiving of the Ten Commandments by Moses on Mount Sinai.

— It commemorates the harvest festival for the first wheat and fruits in Israel.

At this time in Israel many people would come from the farm to the city and to the Temple where they brought the first offerings of fruit. These offerings are called " bikkurim " and are to express thanks to God for all His gifts.

Prayers (See Appendix E.)

Activities

— Baskets for flowers can be made out of various sturdy materials.

— The classroom can be decorated with pictures of flowers and fruits, real flowers and fruit, or artificial flowers and fruits made by the children.

— Organize a parade of children each carrying an offering of fruit or flowers.

Songs (See Appendix D.)

THE PROGRAM: ROUTINES

- Nutrition
- Rest
- Toileting
- Promoting Health and Safety of Children

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NUTRITION

The nutrition program in the day care centers is a vital factor in keeping the children healthy, as well as providing for their future well-being.

Our main goal is to help children learn to eat the food served them in quantities sufficient to maintain good health, and to provide the kind of relaxed atmosphere that makes eating pleasurable.

Without a balanced and adequate diet, children will suffer damage to their health which will be difficult to repair in later years. Therefore, we are concerned as much about the *kinds* of food we serve children as the quantities they eat. The *quality* of a diet determines its value, not the quantity. Most menus in the day care centers are planned under the supervision of nutrition specialists employed by the JDC. Individual menus vary from country to country according to available foods, food customs, religious dietary laws, and seasons of the year. Efforts are made to provide as far as possible the essential foods which children need for their growth: milk, meat, fish, eggs, cereals, fresh fruits, and fresh vegetables.

In addition to fulfilling physical requirements, eating also satisfies certain emotional and social needs: in many cases, the lunch period is the high point of a child's day.

In all centers, lunch is served to the children in their classrooms where they can sit at low tables and eat among friends in a congenial familiar atmosphere. Because eating is a social activity, we want to help children learn how to use utensils and how to conduct themselves at table.

We must remember that appetite is an individual matter. We cannot expect children to eat the same amount of food each day nor can we expect all children to have identical appetites. Appetite is affected by weather, general condition of health, state of emotional well-being, physical size, food likes and dislikes. In addition, home conditions can also affect a child's appetite.

If your attitude toward children during the eating periods is relaxed and your manner encouraging, positive, and understanding, you should have few difficulties in helping children enjoy the food served them. It is when you are tense, anxious, and show your own food likes and dislikes that then you may have difficulties at these times of the day.

Preparing for lunch:

The Room

Most eating activities take place in the main classroom which must be quickly converted into a room suitable for food service several times a

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day. No matter what serving procedures are used, the following steps must be taken before food is served:

- There must be a place for every child to sit comfortably.
- All table tops or table coverings must be washed with soap and water.
- There must be an adequate number of plates and eating utensils.
- Any articles used for food service must be clean, with space available for food containers and serving utensils.
- Any food brought into your classroom ahead of time must be kept covered until it is served.
- Tables should be set neatly and attractively. Children can often help with this.

The Children

All children must wash their hands with soap before eating breakfast, lunch, and the afternoon snack. You, too, should wash your hands at the same time.

If aprons or bibs are used in your center, children should be encouraged to put them on before they sit down to eat.

All boys must put on a "kippa" when saying the prayer over the bread. The kippa is to be worn throughout the meal. Kippot must also be put on during breakfast and the afternoon snack.

The Benediction

It is traditional to say a prayer over the bread before the children begin to eat. If the bread is only put into a container on the table just before the prayer is said, there is no temptation for children to play with it or eat it before the prayer. In many centers, the teacher holds up a piece of bread, asks the children each to take one piece, and then she and the children lift the bread up and say the prayer in a quiet voice. After the prayer, the teacher along with the children breaks a piece off the bread and eats it. Remind children to keep the piece of bread they are holding and not put it back in the bread container. During the prayer the room should be quiet, and there should be no food service.

Food Service

There are many different ways in which lunch can be served to children. The particular method you use will depend on the equipment you have for serving food, on the space available, and the number of teachers. In some centers, food is served from rolling carts; in others, the teachers go from table to table carrying the food. In some classes, except for carrying hot soups, the four- and five-year-old children do most of the serving and clearing away. Whatever the method, it is important that children are served efficiently and quickly and that the atmosphere in the room is pleasant and relaxed.

During the food service, see that children are served table by table. Do not insist that three- and four-year olds wait until others are served before they begin to eat. Young children are too hungry and impatient to be asked to wait; also, the food gets cold. If you wish, five-year olds can be asked to wait until the children at *their table* are served before they begin to eat.

During food service, check to see that all children are served each course. In a class with many children, when you are busy and apt to be rushed, you may overlook a child who might just silently sit and not say anything about missing his food.

If you see that your class frequently does not have enough food for the number of children in it, inform the director. Check with the director to ask if children may have two helpings of a given dish. If they may, inform the children that there are second servings. This you can do after the entire class is served. Do not collect empty plates until all children who wish it are given a second helping.

If you observe that there is one food which many children especially dislike or have difficulty in eating, inform the director.

The Meal

The number of children in your room, and the number of teachers, will determine whether there may be time for you to sit down and eat with the children. This is done in some centers, and children thoroughly enjoy having their teachers eat with them. If you have a large group, this is not possible since you will be needed in many places at the same time to help or encourage children, as well as to serve them.

If you know there are certain children who always seem to need some help from you, see that they are seated where you can easily reach them without disturbing children eating close to them.

If it is at all possible, sit down when you need to help a child who is eating. To have a strange hand come down from a great height to push food in his mouth does not help a child learn to feed himself. Sit next to or slightly behind the child, have him take hold of the utensil, put your hand over his and guide it to his mouth so he will feel the motions of feeding himself.

Be *encouraging* in what you say to a child; for example: "Good for you! You are learning to eat carrots," or "I can see you know how to hold the spoon now." To scold a child only frightens him and upsets his appetite.

Remember that the procedure at meal time in a day care center may be quite different from what a child experiences at his home. If at home he eats off a tray set on the floor, a table will seem odd to him. If he has never held a spoon, he will need time to learn to eat with it. He needs patient guidance and explanations until he learns.

Eating is a social activity, a time for friends to get together and exchange news and ideas. Children should be allowed to talk while they eat. The only time to suggest to children that they concentrate on eating is when they talk so much that they forget to eat or are eating so slowly that they are slowing up the whole class. But on the whole, quiet talking should not be discouraged.

Explain to children that when a utensil falls to the floor, it is to be exchanged for a clean one, or if there are no extra utensils, you or the child should wash the one he has. Watch to see that this rule is carried out every time this happens. If you are consistent about it, children will learn to do this without your reminder.

Remind children that if food falls on the floor, it is not to be eaten. Be consistent about this.

Never force a child to eat. Try to encourage him to taste a new or disliked food. Serve him just one mouthful so he feels he can finish it all. But don't push food at him. This will only make him dislike the particular food even more than before and he may begin to dread mealtimes.

Children learn by imitation. They will learn table manners from you and other children. If you see something you don't want done in the center, explain quietly to a child and show him what it is you want him to do. For example, " sit in your chair until you are through eating," or " spoons are just to eat with." Watch your own manners; set a plate quietly in front of a child, use " please " and " thank you " while serving, and pass serving plates to children at eye-level.

Eating should be a relaxed time of the day. There is seldom need to hurry children through lunch, breakfast, or a snack. Let children eat at their own pace. If some children dawdle or play with lunch, first encourage them to eat or even give them help, but when the class is finished with lunch remove the food without any comment. In some centers, classroom maids or kitchen workers have a tendency to hurry children. If this happens repeatedly, even after you have explained to them that there is time, talk to the director who can help handle this problem.

Never withhold food as a punishment or use it as a bribe. No child is *ever* to be deprived of food for whatever reason. If a child continually plays with food, take the plate away and say " I'll return the plate when you are ready to eat." After a few minutes return the plate, reminding him how he is expected to behave at the table. When the child finishes his lunch you can say, " I am sorry I had to take your plate away; I know tomorrow you will remember how to eat at the table."

Other food service in addition to lunch

Much of what was said above about lunch-time applies to a breakfast and afternoon snack as well. In addition:

— When serving a liquid, rather than have children go to a table to get it (spills are frequent) bring the liquid to the children. It is not always necessary for children to sit at a table if they are just drinking a liquid. They may even be served on the playground. But there should be a comfortable place to sit down and relax while drinking. If the liquid is hot, be especially cautious in the serving of it.

— Check to see that children wash their hands with soap before they eat bread or a biscuit with a drink.

— There may be children just learning to drink milk. Give them very small amounts at first, so they can have the satisfaction which comes from emptying a cup. You can increase the amount day by day, until soon a child is drinking a full cup. In this way a child will learn to enjoy the milk.

— If there is milk left over for second helpings, ask children to hold onto their cups rather than stack them; then a child who wants more will not be drinking out of a " used " cup.

— Always hold a cup on the outside surface; *never* put your fingers inside it when picking it up. Encourage children to do the same.

Cleaning up the Room

Children often are messy when they eat. They drop food. They spill liquids. There should be a sponge or cloth ready at hand in your room to clean up spills. After every meal, your room will need to be cleaned. The floor has to be swept, the table wiped off or table covers removed, and dishes taken out. Serving tables must be cleaned. Most of this work must be done by adults. But children can stack empty plates or return them to the serving table; they can wipe table tops. Don't expect them to do the perfect job you might be able to do yourself, but give them the opportunity to help.

Whenever children are going to help, this must first be organized by you. The children who are going to help need to be told in advance. It is a good idea to give them turns, so that all children in your room have a turn as the days go by.

REST

Children use much energy during their activities and need some rest during the day to refresh themselves. Therefore, the afternoon hours in the center program are generally given over to a rest period. Younger children may use this period for sleeping; older children may not fall asleep, but will relax. A day care center must provide comfortable and hygienic rest facilities and an atmosphere conducive to relaxation.

We must also be aware that many children arrive at the center in a tired condition. Many of them come from overcrowded homes where it is difficult to fall asleep and remain asleep when one shares a bed or a room with many others.

There is no way to demand that a child sleep. This has to come from the child himself, but you can provide favorable conditions in your classroom which help a child to relax. Many of the older children in your day care center, even though they do not fall asleep, will rest quietly.

If you notice that the time allotted for the rest period in your daily program does not correspond with the needs of the children, discuss this with the director. She may be able to give you some help in changing your program so that sleepy children need not to be awakened before they are refreshed and older children needing less sleep are not made to rest longer than is needed to restore their energy.

The amount of rest children need varies according to:

— Constitutional needs of the child. Some children need more (or less) sleep than others.

— Home conditions.

— Climate. Extremes in climate often change usual sleeping habits.

— Extent of child's activity. The more energy a child expends, the more rest he usually requires.

— General state of health.

Your Responsibility as a Teacher

— If you notice that a child in your group seems to need too much sleep and is constantly tired, inform the director because this may involve a health problem.

— If your room has blinds, shades, or awnings over the windows, use them to darken the room. A dark room is more conducive to sleep.

— Open windows so that there is air circulation without causing a draft.

— See that all children in your group go to the toilet before resting.

— Help children find their right beds or bed rolls. This is very important. No child *at any time* should use another child's pillow, mattress, blanket, or bed.

— Keep your voice very low and insist that children do not talk once they are resting.

— Children are more comfortable if they remove their shoes and all constricting clothing such as tight belts, ties, or collars.

— Beds and bedrolls must not be so close that they are touching. We do not want children to breathe into one another's face ; a head-to-foot arrangement of children prevents this.

— Place those children close to the door who normally wake up early or often have to get up to use the toilet. This eliminates needless disturbance of those who are sleeping.

— During the rest time before you sit down yourself to rest, eat lunch, or work (what you do during this time varies from center to center), check to see that each child is adequately covered and is relaxed and comfortable. Sit next to children who may be upset, uncomfortable or disturbed. If you must talk to them, keep your voice to a whisper.

— Do not move unnecessarily around the room. If you are planning to do some work, choose something that is quiet and does not call attention to itself. Collect your materials before the rest period.

— *Never* leave the room while children are resting unless it has been arranged beforehand with the director so that another teacher or maid will come into the room to sit with the children.

— Make it clear to children who wake up before the others that they are to lie quietly so as not to disturb the other children. If there are facilities in your school for children who have awakened to leave the room and go on to another supervised activity, see that they do this quietly. However, in most schools, because there are large groups and few teachers, you will find that your program is so arranged that all the children rest and get up at about the same time.

— When the rest period is over and most of the children are awake, encourage them to put on their shoes and put bed rolls, blankets, and pillows away.

— Children need a leisurely time to come awake ; there is no need to hurry them. If a child needs to be awakened, wake him gently and give him some time to orient himself to his surroundings.

— Discourage maids or cleaners near your room from visiting, shouting, or talking during the rest period. If this becomes a problem, discuss it with the director.

When a child comes to a day care center for the first time, he may be quite upset at the thought of resting. It is often at these times that he particularly wants his mother, and there may be some crying and general unhappiness. He will need reassurance and comfort from you. It sometimes helps to allow him to watch others resting before you suggest he lies down.

Many three-year olds easily tire from the noise and activity in a large day care center. If it can be arranged in your program and you have the facilities, it is a good idea to provide about ten minutes for a mid-morning rest period.

TOILETING

We want children to be comfortable about using the toilet in the center and we want to help them stay dry and clean.

If you teach in a small group, and the toilet room is near your classroom, children can easily leave the room to go to the toilet whenever they need. But in a large group, where the toilets may be far away from the classroom, it is necessary to have regular times in the schedule for the entire group to go to the toilet room together. If your group has two teachers, you might arrange for the children to go in small groups, leaving half of the children with the second teacher. This arrangement is easier for the children. But there are many classes where this cannot be arranged, and then all the children must go together. Even though children may need to wait until the whole group is through using the toilets, try not to hurry them. If you do, you will find that there may be puddles later on the floor of the classroom or unhappy children with wet or soiled clothes. This may indicate that they did not have time enough to use the toilet or that they were not sufficiently relaxed because they felt they were being rushed.

When a child needs to use the toilet outside of regularly scheduled times, and the toilet is far from the classroom, arrange for him to go either with the second teacher if you have one or with a maid. It is dangerous to allow children to wander around a large center alone.

If you notice that the children do not have enough time to use the toilet and wash their hands before another group of children comes along, discuss this problem with the director so that an adjustment in the timetable can be considered.

Some children in the center may not know how to use the toilets. Perhaps in their homes they have facilities that are different from those provided by the center. Some of these children may be upset at being expected to use a toilet. You will need to be patient and understanding with them ; if necessary, give them an apportunity to watch others using the school toilets.

Children are often so busy concentrating on their activities that they may neglect to tell you that they need to go to the toilet. Some children may be shy about telling you. If you are alert, you can see when children have to use the toilet — they become restless, tense, or excited. If you say to a child : " Do you want to go to the toilet ? " he will often automatically answer " no " because he probably does not want to leave what he is doing. It is better to say : " You would be more comfortable if you went to the toilet. I will save your place at the table for you." Or you might say : " Go to the toilet first and then you will be ready to drink your milk." It is not necessary to talk on and on about what might happen if the child does not use the toilet.

Young children often wet themselves if they are excited, ill, emotionally upset, or concentrating on play. Wet or soiled underclothes should be changed. Wet underclothes can be a source of infection and colds as well as being uncomfortable and embarrassing for a child. Most day care centers keep an extra supply of underclothes on hand for these times. If your center does not have such clothes, speak to your director about providing some.

Sometimes when children have toilet accidents, it is a fault of the teacher or the program. For example, if you notice that almost every day at 10 a.m. a child is wet, remember that this happens and direct him to use the toilet *before* this time in order to prevent wetting. Young children cannot always take complete responsibility for this. ; it is your job to help children until the time comes when they can assume such responsibility. Sometimes, the timetable is so arranged that it does not take toileting needs of children into account. In this case, you need to discuss the problem with the director and see what more realistic changes can be made in the daily program.

If you notice that a child who often wets one day comes to you and tells you he needs to use the toilet, praise him for having taken this initiative. Let him know you are glad he remembered to tell you. As you send him to the toilet, you can say: " Now your panties will be dry and you will be comfortable. I'm glad you remembered to tell me. I hope you will do this each time you need to use the toilet."

If you see children making fun of a child who has wet his underclothes, help comfort the child by saying to the others: " It was just an accident. This happens to children sometimes. I am going to help him change his clothes."

There might be a tendency for some of your children to urinate in the play-yard. In some countries it is a common practice to urinate outside. However, for purposes of sanitation we want children to learn to use the center's toilet facilities. Quietly explain to the child that the next time he needs to use the toilet, he can use either outdoor facilities (if they are provided) or ask to go inside the building. If urinating outdoors continues, suggest to children that they use the toilet *before* going out to the playyard. Do not send children into the building alone; always arrange for someone to go with them.

Many large day care centers have toilet attendants. Especially with new children or those children who may be uncomfortable with the maids, try to arrange to take the child to the toilet room yourself. He knows you and trusts you and will feel more comfortable when you help him rather than a strange attendant. If you notice toilet attendants hurrying children or sending them out without encouraging them to wash their hands, notify the director, and she will help you take care of this problem.

If, when you accompany children to the toilet, you notice evidence of ascariasis (worms) or diarrhea, inform either the center nurse or the director.

In most day care centers boys and girls use the same toilet rooms. Few young children are inhibited by this practice. However, the customs vary in different countries. It is up to the director of your center to decide whether or not this practice will be followed.

PROMOTING HEALTH AND SAFETY OF CHILDREN

Our primary consideration for children in the day care center must be their state of health. In addition to keeping them healthy, we want to promote sound measures of health care for the sake of their future well-being.

Each child in your class is given a general physical examination just before entering the center. This provides an opportunity for the doctor to assess his health status and also ascertains that he is not suffering from any disease which would endanger other children. An examination also serves to detect conditions which may need correction.

Most centers have the services of a doctor and nurse who visit regularly to provide preventive and curative services. The director of the center serves as the liaison between you and the medical staff. When any questions or problems arise as to the health of children, first contact the director, who will discuss these with the nurse or doctor.

You are the key person in the center in terms of protecting the health of children. You know when their looks and behavior may indicate that they are not well. You can best protect children from health hazards, and also help them learn good habits of health and hygiene.

If you are alert and sensitive to children, you will be the first to notice which ones appear to be in less than good health. For example, if a child with a normally good appetite refuses to eat; if an active boisterous child is suddenly very quiet; if a child seems unusually flushed, you may rightly suspect that he is not well. These clues are more easily observed by you, since you are with the children all the time, rather than by a nurse who may see the children only occasionally.

In some centers, each morning a teacher or nurse carefully inspects children when they arrive at the center, searching for clues which may indicate poor health. However, it is not only on arrival that children may show signs of ill health. You need to be alert *all day long.*

Be watchful to the following signs that a child may be ill:

— Complaints about pains in any part of the body
— An unusually pale or red face
— Eyes that are red, inflamed, or runny
— Spots on face, hands, or neck
— Poor appetite, upset stomach, vomiting, diarrhea
— Stiff neck

- — Little energy when child usually is active
- — Continual cough
- — Hands or face very hot to the touch
- — Swellings on the body

Inform the director or nurse if children in your class show any of these symptoms.

Sometimes mothers, when they bring their children, may tell you that they have some doubt about their child's health ; refer them to the center director, who will decide whether or not the child should attend the center that day.

Never attempt to treat a child who is ill. First inform the director ; let her call the proper persons to treat the child.

Never give a child medication of any kind. If parents bring you medicine and request that you give it to their child, explain that you are not allowed to give medicines and send them to see the director. It is her responsibility to give any medicaments prescribed by a doctor.

There are certain communicable diseases common to children aged three to six :

- — Measles
- — German measles
- — Chicken pox
- — Mumps
- — Whooping cough

All these diseases carry some complications and children should therefore be directed to the doctor as early as possible. If you know that someone in the family of a child has one of these diseases or if you believe a child has been exposed in any other way, inform the director.

Protecting Health:

If children are to live and work together in a healthy classroom atmosphere, they need adequate light, a comfortable room temperature, fresh air. Since many center buildings originally served other purposes, the classroom you teach in may basically not be a comfortable place. But there are measures you can take to minimize health hazards.

— See that the room has enough air so it is not stuffy. A window should be open to let in fresh air at all times if possible, even during the cold months. When you go outside to the playground, open windows to air your room.

— Children need enough light to work and see properly so that they do not have to strain their eyes. Use the electric lights in your room not just on rainy or cloudy days, but whenever the room is dark. Be sure that children doing work requiring eye concentration are seated at a table or on the floor nearest to the window light.

— Glaring light is just as bad as not enough light. If you see that too much light is in children's eyes, make use of window blinds, shades, or any other window coverings you may have. At times, you may want to ask children to turn away from glaring harsh light.

— If your room is uncomfortably hot or cold, use heating or cooling units if they are provided, to make the room more bearable; these should all be in good working condition. Check them *before* the very hot or cold season arrives and notify the director if they are not working properly.

Many of the children in your group may come from homes where facilities for hygiene and cleanliness are lacking. In a day care center we have a good opportunity to help children learn good health practices which we hope they can later adapt in their own home life, even if the conditions are not exactly as they are in the schools. From the first day a child comes into the center, be alert to setting up certain rules of health and hygiene. They will soon become habits. Here are some " musts: "

— The daily program must be so arranged that there is *time* for the children in your group to wash properly, to eat in a relaxed fashion, to use the toilet. There must also be time allotted for the room to be cleaned before and after food is served.

— Help children understand that any personal object marked as theirs is to be used by them and no one else. They should learn which is their own towel, washcloth, comb, cup, bed, blanket. They are not to use those belonging to any other child. Help a child learn to identify his own personal belongings with identification symbols that are easily recognized and learned. If you see a child using a towel which belongs to someone else, explain firmly and clearly that he has his own and show him which it is. You may have to do this many times. If children are hurried through a procedure, then there is more danger of their grabbing any towel, any comb, any cup. When you see that a child does learn how to locate his own possessions, compliment him on his correct choice so that he will repeat it.

— There should be a place in your room, low enough for the children themselves to reach, where there is some kind of paper suitable for children to use when blowing their noses. If you see a child with a runny nose, remind him to blow it. He may be too intent on play to remember this himself. Paper is better than a cloth handkerchief because it can be thrown away after use. There should be a receptacle where such used paper can be placed.

— Make sure that each " kippa " is clearly marked and in a place which a child can identify as his own. Kippot are as individual as towels and combs; a child is to use only his own.

— When children go out to the playground and it is cool, see that they put on their coats, caps or sweaters. Give them time to put these on and help when necessary. When they come in from the courtyard, they will need to remove their outer clothing so they do not become too warm. They will need a space, clearly marked with an identifying picture, to hang up their outer clothing.

— Some playthings are best used on the floor: blocks, plastic building pieces, trucks, cars, etc. Climate and floor materials differ, but if the floor is of stone or tile or a like material and if the weather is cool, you will need to put some kind of covering down to protect children from the cold.

— If you notice that a child has wet underclothes, help him change them if your center or the child has extra clothes. A child can become chilled from wearing wet pants. Be attentive also to long sleeves drenched from hand-washing.

— If a child appears to be inadequately dressed and is cold, inform the director. She can suggest that his mother put more clothes on him or, if this is a question of poverty, she will know who to contact for additional clothing for the child.

— Often children do not have enough total hours of sleep at night and they may arrive at the center in the morning in a tired condition. A child will seldom tell you when he is tired. It is up to you to notice when he seems fatigued. Some signs of fatigue: overactivity and unusual boisterousness; staring into space; frequent yawning; irritability and crying; wandering attention. Try to suggest quiet activities for children who seem tired; if you have a quiet corner in your room suggest children go there to play or look at a book or lie down on a mat. If a child is continually over-tired, inform the director. She may want to arrange for a physical examination for the child and also speak to his parents.

— Children in your day care center receive adequate amounts of nutritious food throughout the school day; it is not necessary for any child to bring food from home. It will be made clear to parents by the director that children are forbidden to bring food, candy, or gum to the center. However, if children do come into your class with things to chew or suck on, remind them that food is to be left at home. Be consistent about this.

Safety

You are responsible for the safety of the children in the building and on the playground. Most accidents are preventable, but often this depends on an alert teacher.

Prevention of accidents:

— If there are certain safety rules in your center (such as running down stairs not being allowed), you will have to state clearly what the rules are from the first day the children come. Be sure you have the attention of the children when you give them information like this and give it at the relevant moment. Praise them when they show they have remembered the few rules which are necessary.

— Help children learn how to use equipment and materials safely by:

Explaining: For example, "Use both your hands when you climb," or "Hold on to the railing when you go up the slide."

Showing: For example, "This is the way to hold the scissors," or "Put your finger here when you hammer the nail."

Suggesting a child watch others: For example, "See where Jacob puts his feet when he goes up the ladder," or "Watch the way Sarah carries her chair."

— Check to see that all unsafe toys or equipment are removed from use until they can be repaired. Report all unsafe objects to the director. Encourage children to bring broken toys to you so that you can have them repaired or removed from the classroom.

— If, during indoor playtime, the floor is strewn with blocks, beads, or other playthings which nobody is using, ask children to help you pick them up. You do not need to wait until playtime is over to do this. It is dangerous to leave objects lying around which can be slipped on or tripped over.

— Children often put objects in their mouths. This can be dangerous. When you see a child with something in his mouth, explain to him how the object is to be used: "Let's put the beads on a string" or "This piece of plastic belongs in the basket with the others. It is not safe to put it in your mouth." Chewing gum is often unsafe for young children and should not be allowed in your class.

— Check to see that shoelaces are tied. Children can easily trip over untied laces. Encourage them to come to you for help when their laces are untied.

— *Never leave children alone.* If an emergency arises and you must leave the group, always send for another teacher or send someone to notify the director first so either she or someone else can substitute for you. Depending on the design of the school-building, some centers cannot allow children to leave the room alone. Make it clear to children that they must tell you if they are leaving the room. If there are two teachers in your room, always inform the other teacher if you must leave, or if you are taking children with you, so she will know which children have left the room.

— There are some activities which are safe only when used with a teacher nearby, such as wood-working, or the use of potentially dangerous playground equipment. If extra teachers are not available, eliminate these activities until someone can be present to supervise them.

— If there are heaters, fans, etc., in your school, they should have safety guards, and electric outlets should not be placed where children can reach them. Notify the director if this is not the case in your classroom so that she can take precautionary measures.

— In a high wind, safeguard against doors banging on children's hands.

— Call the director's attention to anything in your room which is unsafe such as a sagging ceiling, leaking pipes, broken window, damage from water. She will decide whether the room is safe enough to be occupied.

— Keep alert and do what seems safest all during the day. If you are in doubt, check with the director. *Never* take chances on the children's safety.

All active children bruise themselves at one time or another. They need and want your sympathy when this happens. Reassure them that they will be all right. Help them obtain some simple first aid if it is necessary. A child cries because the bruise hurts; it does no good to say "That doesn't hurt," or "You don't have to cry." He wants your understanding and help. He will be calmer about these bruises if you will be quieting, calm, and comforting toward him.

Every day care center, whether it has a clinic or not, should have a first aid kit. The kit may be used by you only at the consent and request of the director.

If a more serious accident happens, stay with the child, send someone to call the director and the nurse if she is present, and they will decide what steps to take to help the child. Try to move other children away from the hurt child and request the child to lie down. Don't move him. Try to stay calm and keep your voice down so the child does not become more upset, worried, and anxious. Your job is to reassure a hurt child, tell him you understand that it hurts, and that he will be taken care of.

Some accidents that may happen in a center are:

— Falls and subsequent bruises or concussions
— Animal and insect bites
— Foreign bodies in eyes, ears, nose or throat
— Splinters
— Burns

In many of these instances only a nurse or doctor can make a decision as to what kind of immediate attention and aid the child needs. For example, in the case of a burn, excessive bleeding, or fracture, a doctor must be called immediately.

THE TEACHER

Your Relationship with Children
Health and Personal Hygiene
Care and Arrangement of Classroom and Equipment
Your Responsibility Toward the Job

YOUR RELATIONSHIP WITH CHILDREN

Your skill in teaching children is based on your relationship with them. Without a good relationship, your technical proficiency will be of little value. With a good relationship, your technical proficiency will be enhanced.

We believe it is most important that you enjoy being with children and that you show this feeling to them. Your fondness for children, your interest in helping them develop to the limit of their capacities, your acceptance of every child in your class is basic to good teaching. Unless your relationship with children is based on liking and respect, whatever you do or say will prove to be ineffective.

The training course will give you a fund of knowledge and increase your skills in teaching, but the way in which you relate to children and the way in which you teach must come from your own individual personality.

A child needs to know you like him just as he is. Children will change in many ways during the time they are under your care, but in terms of basic personality traits as well as physical features, you must learn to accept them the way they are. Once a child knows you accept him the way he is, he will want to learn whatever it is you are teaching him.

How do your feelings show themselves to children? In the way you talk to them; in the way you look and listen to those who want to tell you something; in the way you pick children up in your arms when they are bewildered or upset; in the way you encourage them in their play; in the way your voice shows genuine interest when they bring something to show you; even in the firm, but calm way you stop them from doing things which may be dangerous or not approved.

No matter how much you try to cover up your true feelings, you cannot pretend in front of your children. They *know* how you feel about them.

If children like you, they will copy your speech, your manners, your mannerisms. That is why it is important that you set a good example for them. They learn from you how an adult behaves.

We hope the children you teach are so fond of you that they are very happy about coming to the center, that they enjoy every minute of the day spent with you, that they feel relaxed and comfortable in your presence. Only then can they feel " free " enough to think, create, and learn.

Maybe you can remember how it was when you went to school. Perhaps you had a teacher who did not enjoy children. How did you feel sitting in her class? Were you happy each morning at the thought of going to school? Did you feel like pleasing your teacher? Did you remember well what you were taught in class? Or did you feel all quiet and tight and scared inside, or angry and upset? It is hard for a child to open his mind to all the wonderful and interesting things there are to learn when he is frightened or tense. It is difficult for him to learn when he is preoccupied with his own feelings.

We hope you are the kind of teacher who is so warm toward children, and skillful in working with them, that they are eager to learn all they can. It is your job to help children want to learn and to give them confidence to make the necessary effort involved.

Be accepting of children

As you come to know children in your classroom, you will realize that all of them are individuals. Just as there are no two fingerprints alike in all the world, so there are no two children alike. Each will have his own individual features, character, way of behaving, personality, likes and dislikes. The children come from different families and bring to your classroom a wide and varied background of living experience. Since children in your center are probably grouped by ages, you will see certain ways in which the group is similar in behavior, but if you are observant you will be able to see each child as separate from the group as an individual. One child may be calm, another excitable; one child may be talkative, another almost silent; one child may be bright, another dull; one child may be husky, strong and agile, another weak and clumsy.

For these reasons, we must not compare one child to another. We can only compare them with themselves. For example, it is fairer to say, "Joseph is slowly learning to get along with others, better than when he first came to the center," or "Ruth is learning to try certain foods and is less fussy about eating than she used to be," rather than "Why can't Joseph get along with children as Sammy does?" or "Why doesn't Ruth eat as well as Sarah?"

All the children in your class are worthy of your respect and affection. Some children call more attention to themselves by their looks or behavior. For example, children who are very good looking or ugly stand out more than those who are ordinary looking; children who are noisy and boisterous or extremely quiet call attention to themselves more than those who go about their business in the usual fashion. Some children demand more of your attention by clinging to you, coming to you for approval, or behaving in ways that involve them in trouble with others. These children are not the only ones who merit your attention. It is often the children who call least attention to themselves who most *need* your affection and approval.

There is distinct pleasure in working with different kinds of children. We want to help them make the most of their individual traits. It would be a dull colorless world if everyone acted and talked and thought the same way. If you respect differences, the child soon comes to see that there is nothing wrong with being an individual and that this is valued in the group.

There is seldom a child who has nothing to contribute to a group. Sammy is difficult to control, but his imagination and creative abilities in playing with blocks are superb; David gets into difficulties with others, but his keen mind and curiosity make him a joy to teach; Sarah never talks and is willing always to be in the background and yet produces works of art which are unique in their use of color, space, and imaginative use of paint; Esther is overly cautious and afraid of new experiences and yet is very mature in helping herself and others and can be relied upon and trusted. Each child has some positive qualities; recognize and appreciate them.

Be interested in children

All children want to feel important. They want to know you are aware that they are in the group. They want to know you think they are worthwhile. Listen to children when they talk, look at them, notice and comment on their accomplishments. If you want children to have a good feeling about themselves, then let them know how much you value them. Don't you feel good when someone comments favorably about your work or even a new hairdo or an attractive dress? Children, too, want to be noticed.

You cannot ask more from children than they can give. If you make demands on them which are beyond their capabilities, they feel unhappy, frustrated, and worthless. Liking children without any knowledge of how they grow, what they think, how they learn, makes you only half a teacher. It is the teacher who remembers what she learns about children and knows how to use this knowledge who can best help them develop and realize their potentialities.

Be accepting of parents

Each child in your class is a member of a family. Each child in your class comes to the center with a wide variety of personal experiences he has had and is having with his family. Children react to the events and people in their families, and this reaction carries over to their behavior in the center. For example, if a mother has recently had another baby; if an older sister has just been married; if a grandfather has fallen ill; if a father has lost his job — to a greater or lesser degree this affects all the people in the family, including the child who is in your class. Families are as individual as children; after all, they are made up of individuals. It is easier to be more sympathetic toward a child's behaviour if you are aware of the occurrences in his family. It is easier to be understanding of a child if you are familiar with his parents and some of the conditions under which he lives.

A good relationship with parents is like a good relationship with children — it grows out of liking them, trusting them, wanting to cooperate with them. Both of you are working toward the same goal — to rear happy, healthy children. Since parents know their children more intimately than you, they can be of help to you in understanding them. For example, when a mother tells you that the baby coughs all night, keeping the family awake, this may explain why the child in your class is sleepy; when a father explains that his child was once hospitalized for six months, this may explain the child's fear of the clinic and the nurse ; when a grandmother tells you she believes milk makes children sick, this may explain why the child refuses to drink milk in the center.

You can gain the respect of parents by showing a genuine interest in them as people, by greeting them whenever you see them ; by remembering to tell them some of the funny, clever, or interesting things their children say or do. Most day care centers make provisions for parents to come to the center to participate in meetings, discussions, festivals, or " open house " programs. We hope you will always make parents feel welcome in your center.

Parents may come to you for help with problems concerning their children or families. For example, they may ask you how you achieve desired behavior without bribing children ; or how you induce their child to sit down while he eats instead of running about the room as he does at home ; or where they can buy a small blue car like the one their child especially likes to play with in the center. These are the kinds of questions you can answer. These are things you know about.

But sometimes parents may come to you with problems which are very complicated and difficult to solve. For example, a mother may tell you about difficulties she is having with her husband's mother ; a husband may complain to you about his wife's failure to keep the children clean ; a grand-mother may express dissatisfaction about the way her son-in-law spends his money. In cases like these, listen sympathetically to the family members (sometimes they just need to talk and it makes them feel better to be able to tell someone outside the family). Refer these parents to the director who may either be able to give them some help herself or refer them to the proper people or outside organizations who can aid them.

Any information given to you about children and families, either by the director or by the parents themselves, you must keep to yourself. It is almost certain that you know many people in your community who are related to the children in the center. Even simple remarks about children can be misunderstood, distorted, or magnified. Parents will be upset and angry if they know you have been talking about their children to others. A casual remark in the market-place or on a bus is sometimes picked up by someone who knows the child and who may misinterpret what you are saying. Keep all remarks and discussion concerning children confined to the center building among the teaching staff. Remember that a classroom maid who hears you talk about a child may go straight to the child's mother or a relative and repeat what you have said.

Never discuss children in their presence, or that of visitors or maids in the building.

Who is an effective teacher?

— Someone who is a warm, affectionate person and who knows how to show children that she likes them. There are many times when children need to be picked up in your arms; need to sit in your lap; need you to stoop down to talk to them so they don't feel miles apart from you and your tallness. Children need teachers who are pleasant and know how to show that they are enjoying their job.

— Someone who remembers what she has learned about children during training and who continues to learn from observing children and tries to use this knowledge when she teaches.

— Someone who prepares for her class each day so that when the children are in the room, she can give *them* all her attention instead of searching for paste, or looking for the right story-book to read, or trying to find clothes for the doll. A good teacher knows that these are things to be done each day before the children come to the center.

— Someone who respects materials and takes good care of all play-things and work materials in her classroom. This kind of a teacher has a room where you can see books in good repair, toys neatly on the shelves, paintbrushes washed, clay properly stored.

— Someone who knows how to make every child in her group feel he is important. She is pleased over any progress a child makes, even if it is something like learning to come into the rest room quietly or how to put on a coat or take a picture off an easel. She encourages children by commenting on their work and play.

— Someone who never makes a child feel ashamed or blamed for things which he does, but tries to correct him in such a way that he still feels worthy and so learns from the experience rather than becoming angry or upset.

— Someone who believes in helping a child toward independence by letting him do as many things for himself as he is ready to do.

— Someone who is alert and wide-awake to the many teaching opportunities which exist throughout the school day and who realizes that good teaching means making children aware of the opportunities for learning and then helping *them* find the answers to their questions.

— Someone who shows an interest in everything going on around her, so that she is alert enough to help children increase their understanding of the world around them — who is interested in birds and flowers, water and sun, plants and animals, weather, light, colors — and families!

— Someone who knows many songs, stories, and games, and who keeps on adding to her repertoire all the time she is teaching.

— Someone who is interested in giving children an understanding of their Jewish background and knows how to make this a meaningful and interesting part of the daily program.

— Someone who protects the health and safety of the children and takes care of her own health.

— Someone who tries not to let her own problems and worries interfere with her job, and who tries to be cheerful and calm with children no matter what is happening in her personal life.

— Someone who cooperates with the director and other people in the program and follows the rules and regulations of the center.

This description is of a teacher so perfect that she probably does not exist. But this should not stop you from striving to be this kind of teacher. Nobody will expect you to be perfect every minute of the day, but you can use this as a guide toward the kind of professional growth for which you can aim. You, too, have within yourself the possibility to change and develop. It is because we know that children grow and blossom when they have excellent teachers that we urge you to make the effort necessary to become this kind of teacher.

HEALTH AND PERSONAL HYGIENE

In order to be alert, to do a good job and be at work every day, you must be in good basic health. The job of a day care teacher requires much physical as well as mental effort. If you always have headaches, backaches, or are tired, it is difficult for you to give adequate attention to the job. You will be inclined to be too concerned with your own state of health rather than focusing your attention on the children.

Before you begin your job, you will be requested to have a physical examination and various innoculations. This is for your own protection as well as the center's. An examination will disclose any condition which you may need to correct. If it is suggested that you have certain conditions which need care or follow-up, it is your responsibility to see that this is done.

If at any time you are not feeling well, seek medical attention. It is beter to take care of your health rather than wait until a serious condition develops.

Some suggestions to help you stay in good health :

— Get sufficient sleep each night so that you feel refreshed, active, and alert during the day.

— Eat sensibly and avoid eating between meals. Do not eat or chew on anything during working hours. This not only spoils your appetite, but it serves as a poor example to the children.

— Try to avoid becoming chilled or over-heated. Keep an extra sweater in your cupboard for times when you may be chilly ; remove extra sweaters or scarves when you are inside the building. When you go to the playyard, take time to put on a coat or sweater in cool weather.

— Use a handkerchief when your nose runs ; cover your mouth when you cough.

— Always wash your hands with soap after using the toilet and also before serving or touching food of any kind.

— If you ever feel ill during school hours, inform the director. She will help you decide whether or not you should go home.

— Good health and good grooming go together. Make an effort to be as clean and attractive as possible. Children like to be with teachers who are attractive. You serve as an example to them of what an adult can look like.

— Bathe as often as you possibly can.

— Keep your uniform pressed, with buttons sewed on and with a straight hem. Your uniform should be washed at least once a week. If you have two uniforms, keep one ready in condition for wearing at all times.

— The clothes you wear under your uniform should be comfortable; wear a skirt that is full enough so that you can move quickly and easily. You will be doing much stooping, bending, walking; clothes that are too tight can be very uncomfortable.

— Wear comfortable, low-heeled shoes. Keep them polished. If you wear sandals, remember to wash your feet every day. It is better to choose dark colored shoes rather than white ones because they show dirt less quickly.

— Wear your hair in a simple, easy-to-arrange style which is becoming to your face. Wash your hair once a week. Long straggly hair that falls into your eyes or that cannot be securely pinned can be a nuisance as well as messy-looking.

— If you wear make-up, use it lightly.

— Keep your fingernails short. Long fingernails can be a hazard when you are with children as there is always danger of accidentally scratching them. Use a nailbrush when you wash your hands. If you wear nail polish, choose a light color.

— Change your underclothes as often as possible. During menstruation, change pads or cloths frequently and wash yourself every day.

CARE AND ARRANGEMENT OF YOUR CLASSROOM AND EQUIPMENT

The placing of furniture and equipment is important for the kind of play and atmosphere you want to promote, regardless of the size of the room. A large classroom that is poorly arranged is of less use than a tiny classroom where there is evidence of careful planning.

If children feel cramped in a room, they become uncomfortable and sometimes get into difficulties with other children. Take a good look around your room during free play and other times when children are together in groups. Do they use as much space as possible in your room? Can they move easily? Do they seem comfortable? If not, see what you can do to shift furniture and stack chairs and tables you do not need so that there is more space available. It is not necessary for tables always to be placed against walls or in the center of the room. Experiment with different ways of placing furniture until you find the most satisfactory arrangement, keeping in mind the program, the children, and their comfort.

Some suggestions for placement of equipment:

— Tables used for art work and other creative activities should be placed nearest the windows.

— Easels should always be turned so that the light comes from the side; they should also be placed nearest the window light, preferably in a quiet corner.

— Space should be left in front of shelves so children can have free access to them.

— A housekeeping area should always be in a quiet corner of the room.

— A quiet place, if possible, should also be found where children can look at books.

— Blocks should be placed in the same cupboard with play materials such as trucks, cars, play people, or play animals. If possible, this kind of play should take place in a part of the room free from the interference of other children and in a cleared space large enough to encourage interesting building.

— Certain playthings can be used more easily on the floor than on a table; for example: cars, trucks, blocks, some stacking toys, pull toys, etc. Certain materials are better used on a table: puzzles, pyramids, books, and art activities like crayoning, pasting, finger painting.

— If your room is very small, perhaps there is some hallway space or even outdoor space, easy to supervise from your classroom, where you might place an easel, blocks, or a table. Discuss this with the director.

Decoration of a classroom

We want the children to spend their long days in as attractive surroundings as possible. Even if a classroom has unpainted walls, an uneven floor, or a cracked ceiling, there are ways in which it can be made attractive for you and the children to work in.

Children in themselves are lively, noisy, and colorful. If a room is crowded with things all over the wall as well as the colorful toys on shelves, the effect is often an overstimulating blur, both to the children and you.

Here are some points to remember :

— Wall decorations should be hung at the *eye level of the children* in your room. Decorations are for the children to look at and discuss. Therefore, they must be easy for them to see and enjoy. It is much better to have a few decorations on your walls than too many which confuse children and give a room a cramped appearance. You can make picture frames of stiff cardboard into which paintings, pastings, or crayonings can be slipped. A frame around a picture makes it more attractive and also protects it. Wall decorations should be changed frequently.

— Any pictures you want to hang on your wall should be large, clear, colorful, and interesting. Children particularly like pictures of other children and their activities, families, animals, and modes of transportation.

— If clear, colorful pictures are difficult to get in your country, it is a good idea for all teachers to share their pictures with each other by mounting them individually on cardboard and keeping them in the director's office. These can be filed under various topics, for example : children, babies, animals, cars and trucks, birds, airplanes, baby animals, father's work, mother's work. Then when you need a picture to illustrate some specific topic, all you need do is go to the director's office and choose a picture under the subject listed.

— Give an opportunity to as many children as possible to have a piece of art work displayed at least once during the school year. A child likes to see his work appreciated by you and his friends, and it makes him feel important and worthwhile.

— Children may want to touch as well as look at wall decorations. Warn them beforehand to be gentle. If you have visions of spoiled pictures, tell them : " This is something to *look* at and enjoy with your eyes."

— Special classroom decorations for holidays are colorful, fun for the children to make, and they add to the joyfulness of the occasion. However, they are exciting and tend to over-stimulate children who are already excited by the holiday atmosphere and celebration. Put them up just before a holiday and remove them *immediately* after the holiday.

— Anything hung on walls in the room should be for the children. A calendar for your use, notices sent to you by the director, or the program of the class belong in a place such as the back of a cupboard door where you alone can easily refer to them.

— Playthings belong where children can easily reach them. Though they are often colorful and pleasing to look at, they are *not* decorations and therefore should not be put up on high cupboards or window sills, where children come to consider them as part of the decoration of the room rather than something they are free to take and use.

Housekeeping

Though the basic cleanliness in the day care center is supervised by the director, you are responsible for the cleanliness, neatness, and orderliness of your classroom. In some countries a classroom has a maid who is assigned to that room and whose job it is to keep it clean. In other countries several classrooms share the services of one maid. If you believe that your room is not kept basically clean, see the director and she will take it up with the person responsible. When you are pleased with a maid's work, tell her so. She wants to know she is pleasing you and that you consider her work adequate.

Four- and five-year olds enjoy cleaning, and there are certain activities they can be expected to take responsibility for, such as washing brushes, rinsing out paint containers, cleaning paste dishes, wiping off tables, mopping up simple spills with a sponge. Younger children need some adult help and, of course, even a four- and five-year old will do far from a perfect job. But we want them to participate in keeping their classroom neat and clean, and can expect them to co-operate in some of these activities.

Your job is much easier in an orderly, neat classroom than in an untidy one where you can seldom find the materials you are looking for, and where the children are completely bewildered by a mess of things thrown together. Almost all classrooms have some kind of cupboard space for the teacher. If the cupboard is well organized and always kept in an orderly condition, you will find it easy to store materials and have them at hand when you need them.

A teacher's cupboard is the place for:

— Any equipment or articles which belong exclusively to *you* such as a purse, your hat and coat, a uniform, extra shoes, toilet articles.

— Anything that is potentially dangerous such as large scissors, matches, pins.

— All extra supplies over and above what you need for the children to use on any particular day, such as paper, paint, or special playthings you may have put aside.

— Holiday decorations, which should be in separate boxes, all labelled.

— Any articles children may not use every day, such as musical instruments, dress-up clothes for the doll corner, or materials to play " market."

Your cupboard should be checked for neatness once a week. If you put things back in the same place from which you take them you will find it easy to keep order.

If you keep certain items in boxes, label the boxes so you know what is in them and put the articles back in the boxes when you are not using them.

At least once a month go through your cupboard to check on your supplies; also check on what is not needed or used and can be given to the director or discarded.

If you have no cupboard space, then you may need to use part of a toy shelf or window sill or a corner of the room to keep articles belonging to you, as well as any extra equipment not currently in use. In this case, because these things are within reach of the children, explain: "These are my things and they belong to me. Everything else in the room you may touch or use, but these are only for *me* to touch."

YOUR RESPONSIBILITY TOWARD THE JOB

When you are chosen for a teaching job in a day care center, you accept the responsibility of caring for children and working well with a group of adults, all of whom are interested in the welfare of children. In order for a center to operate smoothly, every staff member must know his particular job and everyone must adhere to the rules and regulations of the center. Specific regulations will differ according to the country, the size of the building, the number of personnel, the number of children, but in general you are responsible :

— To the director of the center. She serves as the liaison between the sponsoring committee and you. If you have any questions, problems, or complaints, take them to her. She must know your teaching plans and any plans you have for changes in the program or time-schedule. She will help you with problems you may have with the children, parents, staff, or program.

— To know and comply with all personnel policies established by your employers.

— To be at the center on time each day. If for any reason you cannot come to your job, notify the director beforehand by telephone or messenger as early in the day as possible so she can make arrangements for your group of children.

— To inform the director of program plans, any changes you propose involving children or equipment, and any special project you have in mind such as gardening or small trips in the neighborhood. You must receive the approval of the director before proceeding.

— To share any information you have about children with the director. For example, if a mother tells you that the family is moving and her child will be leaving the center or if a child tells you his father cannot come for a meeting, inform the director. She cannot know all the children as intimately as you know those in your class.

— To be interested and willing to participate in teacher's meetings. You are expected to attend even though they may be held before or after center hours. The purpose of these meetings is to enable you to do a better job.

— To be willing to continue learning while you are teaching. In-service training programs and short seminars may be offered in your center. The purpose is to increase your knowledge and your effectiveness as a teacher ; it is expected that you will participate in whatever is planned for the staff.

— To keep any record expected by the center accurately and carefully, whether it is a daily attendance sheet, a record of program plans, inventories of equipment, or a record of a child's behavior.

— To take good care of your classroom and the equipment in it. This means having respect for equipment by seeing that it is in useable condition, that materials are properly stored, that necessary repairs are reported. You are expected to feel personally responsible for everything in your classroom.

— To cooperate with parents of the children. Parents are entitled to be reassured that you are taking responsibility for their children. They want and deserve your respect which they will repay once they are certain they can trust you with their children. Parents can be helpful to you. They can often give you insight into their child which will help you do a more understanding job.

— To cooperate with other staff members such as the doctor, nurse, social worker, nutritionist, or day care consultant.

— To conduct yourself in the center and outside in such a way that your community can be proud of you and of your contribution to the welfare of its children.

TEACHER AND CHILD

A DAY IN A JDC DAY CARE CENTER

David is five years old. He lives with his parents, two sisters, and two brothers in a mud house built around a small courtyard. David's family occupies two of the rooms in the house. In the others live his grandmother and grandfather, two unmarried aunts, and one married uncle with his family. David's father sells vegetables from a cart in the nearby market place. The money David's father earns makes it possible for him to feed his family, pay the rent, and buy necessary clothing from time to time. David's older sister and brother receive their main meal of the day in the elementary school and also clothing once a year. David, of course, receives his main meals, too, in the day care center and also a suit of clothing and shoes. David's family go to the JDC clinic nearby when they need medical care; David is a good friend of the doctor who has known him since he was a baby.

David's mother stays at home to care for his younger sister and brother and she is busy all day long cleaning, washing, cooking, and marketing. Whenever she has a little time, she spins wool into yarn for a merchant who lives on the same street. In this way she makes extra money which helps pay for meat which the family eats twice a week and sometimes there is money for a sweet for the children.

David's family share their water supply from a pipe in their yard and also share a toilet which is in a corner of the yard. All the women in the house help keep the courtyard swept and neat.

This is the third year that David has attended a large day care center for over three hundred pre-school age children. It is in the same neighborhood as David's home.

This morning, when David slowly comes awake, he hears his mother preparing the tea and his brother returning from a trip down the street to buy fresh bread. It is warm in David's bedroll which he shares with his older brother. David is slow about getting up after his older sister calls him. Then David remembers that this is the day when Abraham, his best friend, is going to bring his new kite to school. Abraham told David he might let him have a turn with it. Now David is in a hurry to get up; maybe he will have a chance to play with the kite this morning!

David quickly puts on his woolen school clothing; he puts the sweater on backward and his sister changes it for him. He hunts for his shoes, puts them on, and discovers one of the laces is missing. David's young aunt tries to help him find the shoe lace and finally ties it with a string which she brings from her room. David likes this aunt; she sometimes tells him stories and she listens to him talk and sometimes on Saturday she takes him for walks with her. David's mother is often very busy caring for her family and does not always have time to stop and talk with David, but his aunt is very fond of him and David feels close and loving toward her.

David's father has already left the house early in the morning to go to the central market to pick up produce for the day. Right now he is selling lettuce; David is impatiently waiting for the time when his father sells tomatoes. Then when he comes home at night, he always has some for the family — they are David's favorite food. It does not bother David that the vegetables are the poorest left-over ones.

David goes outside to wash his face and hands. It is cold outside in the morning air. He runs back into the warm room and sits down on the cotton carpet where his mother is pouring him a cup of the weak tea. David gulps down the hot liquid between bites of fresh bread. Then he rushes out the door to go with his sister to the day care center, but his mother calls him back and takes the big comb and runs it through his hair as she reminds him to put on his jacket. When he kisses his mother goodbye, he asks her if she can call for him in the afternoon. She says she will try if she finishes her work. She helps David put on his jacket and then goes to the gate to see him off for the day.

Note: As you read this description, please pay attention to the fine, alert performance of the teachers. Note how they give the children a feeling of being understood and liked — of being important, capable, participating members of the class.

Teacher welcomes the children and recognizes each child as an individual.

In the street, David sees Abraham carrying his kite and he stops to admire the shiny paper and the bits of colored string dangling from it. David's sister is impatient to get to her school and shouts at the boys to hurry. As they come closer to the center, they can hear the noise of children playing in the courtyard. David's sister waits at the gate while Miss Rachel says hello to David and Abraham and looks at their hands and faces to see if they are clean. She admires Abraham's kite. After a hurried goodbye to David, his sister goes off to her school.

The courtyard is filled with children climbing, running, swinging, sliding, jumping, tossing balls. Many children run up to Abraham to ask him about the kite. They want to know what it is and what can be done with it. Abraham is eager to show them. Miss Naomi comes along and tells the children that if they want

Teacher directs children to a special part of the yard so they don't get in the way of the others.

to fly the kite, they should go over to a corner of the yard, away from the others. Abraham uncurls the kite string, but it refuses to go up as it did at his house the night before. Abraham goes over to the nearest teacher, Miss Esther, and asks her to help him. She asks the children if they know the reason why the kite won't fly. David explains that the kite needs wind to fly. Miss Esther asks if they think there is wind this morning. David looks up at the tree nearby and sees it is very still; this is his way of telling there is no wind. David tells this to Abraham and the teacher asks them if they can tell by any other way that there is no wind. Titi says the clouds are hardly moving. Joseph says that nobody's hair is blowing. Miss Esther says maybe during play-time later in the morning there will be some wind, so Abraham disappointedly winds up his kite and finds Miss Miriam, his classroom teacher, and asks her to hold it for him. Abraham and David decide to climb as high as they can on the climbing bars to see if there is wind up there. Up they go; soon they can look down on everybody's heads, even the teachers' heads! No, there is no wind, they decide.

Teacher helps children find reason for kite not flying. She encourages children to think for themselves.

Just then, the teachers call the children to come inside, and David and Abraham race each other over to the doors. Outside of David's class is a row of hooks with a place for his jacket, and a kippa. David takes off his jacket and hangs it on the hook which says " David " over it; there is also a picture of a blue car, but David is proud that he can read his name so he does not need to use the picture to identify his belongings. He sees it over and over on many things during the day. David puts on his kippa and comes into the classroom and smiles when he sees that Miss Naomi has pinned up the picture of his father selling fruit which he painted the day before. There it is for everyone to see. Miss Naomi and Miss Miriam are very busy just now, one of them setting out cups of milk at the tables and the other one soothing Hannah, a new girl, who has just come into the day care center this week and is feeling lonely. David goes over

Teacher displays children's work.

Teachers divide their work responsibilities.

Even though the teacher is busy with one child she pays personal attention to another.

Teacher tries to show the children how they can help a new child feel more comfortable.

Teacher gives children a chance to make a choice.

Teacher recognizes new child needs special chance to feel important and needed. Finds something she can do for all the children.

Teacher leaves new child a small amount of milk to cope with, accepting that she is just learning how to drink it.

Teacher mentions numbers and also includes children in this routine which might otherwise bore them. She also wants them to be more aware of other children in the class.

Teacher uses the opportunity to discuss a natural phenomenon. This conversation is well timed and appropriate this day.

to Miss Naomi and just stands. He hopes she will see him. Miss Naomi turns and says " Good morning ; how nice to see you, David. Did you see your painting ? " David especially likes Miss Naomi. She smiles a lot and she always seems happy to be with the children and sometimes she giggles and even when she is being stern, she is gentle and soft-spoken.

Miss Naomi asks David to take Hannah's hand and all the children make a circle and sing the morning prayer. After the prayer, Miss Miriam says they will have to wait for a turn to wash their hands, but while they wait, is there a song they could choose to sing ? Sarah asks for the song about the little donkey. So they all sing that and another song about washing their hands. And then David and his friends go down the hall to the washroom. After David has washed his hands, he returns to his class and sits down next to Abraham. The teacher asks Hannah to pass the bread ; all the children sing the prayer for the bread. David is happy to see there is jam on the bread this morning. David and his friends discuss Abraham's kite while they eat and drink the warm milk. Hannah does not want to drink her milk and the teacher pours most of it out, leaving just a tiny bit at the bottom of the cup. David remembers when he did not like milk, but little by little he has learned to drink it and he remembers how proud he felt the first time he finished a full cup.

After the children put their empty milk cups on a tray, and the boys hang up their kippot, they go to sit on a rug at the end of the room. Miss Naomi calls out their names so she will know who came to school. She tells them that there are 29 children in the class today and six are absent. They try to guess who is absent. And then she asks Abraham if he would like to get his kite and show it to the class.

Miss Naomi talks about the wind which is needed to fly a kite. Many children have a chance to talk about what the wind does that is good and some of the things it does that is bad. And they talk about signs that tell some-

Children are interested because of the kite.

Teacher recognizes and discusses independent reasoning of child

Teacher requests help of children.

Teacher encourages children to think and captures their interest.

Teacher recognizes child's remark even though it is not correct and makes it a positive contribution which will encourage rather than discourage.

Teacher recognizes child's reasonable suggestion.

Teacher controls large group by forestalling what could easily turn into a confusing situation.

Teacher gives children reason for limiting group and tries to forestall disappointment.

Teacher verbally recognizes child is disappointed. Directs him to something else. Encourages him

one when it is windy outside. Miss Naomi points to the tree outside the window and tells them of David's suggestion that they can tell if there is wind outside by watching the branches and tiny leaves on the trees to see if they move.

While Miss Naomi is talking with the class, Miss Miriam and two other children are placing clay and paste on tables and moving some tables out of the way so there will be space to play for everyone. Miss Naomi holds up a folded piece of paper with writing on it and asks them if they can guess what it is. Sarah says she wants to guess. She thinks it is a decoration for Purim which is going to be celebrated the next week. Miss Naomi says it does look like that because the paper is a bright color, but that's not what it is. Joseph says he knows: it is an invitation to the mothers and fathers to come to the Shabbat celebration the next day. Miss Naomi says she will read it and see if he is right. Miss Naomi reads what it says. Joseph was right! Miss Naomi says there are many invitations on the table with the crayons and that during the morning they can color designs on them if they want to and then after rest time, when they go home, she will give them their invitation to take to their families. Dina asks why they don't paste designs on it. Miss Naomi says they may do that too if they want to.

Now the room is ready for play-time. Because there are so many children, Miss Naomi suggests some of the things there are to do and asks the children to raise their hands to tell her what they want to play with. One day she forgot to do this and eleven children went to the doll corner! Today, David hopes he will have a turn with the blocks. But so many children want to play with them that Miss Naomi says some children will have to wait. And David is one of them. His face clouds over; he is disappointed. Miss Naomi says: "I know you want to play with the blocks right now, but it would be too crowded there. I suggest you decorate your Shabbat invitation first. Then if there is room, I will see that you have a turn."

to trust her to remember him later.

Teacher recognizes child for his capability; gives him self-confidence.

Teacher is staying close to the new upset child to comfort her.

Teacher helps child, at the same time encouraging him to want to learn academic skills.

Teacher remembers her promise to child and gives him trust in adults.

Teacher helps child learn to prevent an uncomfortable situation from being repeated.

Teacher redirects child to type of activity which is approved, but which is in line with what he indicates he wants to do.

Teacher gives children a warning to put blocks

David goes to a table to crayon. Miss Miriam asks him to help her push two tables together because so many children want to color invitations. She says to David: " My, you're getting to be a strong boy " when he manages to do it all by himself because she must first go to Hannah who is crying. This makes David feel good all over; he has forgotten the disappointment about the blocks. David chooses a large red crayon and is busy for ten minutes drawing a decoration which he hopes his mother will like. By the time he is through, Miss Miriam is busy elsewhere and he goes over to her to ask her to put his name on the invitation. Miss Miriam writes in big letters, " David." It looks just like the word over his hook for his jacket. " Some day," says Miss Miriam, " you will be able to write your name all by yourself."

Just then Miss Naomi tells David there is room for him now to play with the blocks. Abraham is playing there and David rushes across the room to him. David bumps into Samuel who is carrying a small bowl of water to wash off the clay table. The water spills on the floor. Samuel shouts at David angrily and Miss Naomi comes over. She asks David to get the sponge to wipe up the floor and she sends Samuel for more water. Miss Naomi reminds David that next time he should watch more carefully where he is going and move more slowly when the room is so crowded. David plays with the sponge and water while he wipes it up. Miss Naomi reminds him about the job he is doing and then suggests that if he wants to play with water, he can go over to the tub of water near the doll corner because it has objects to use for playing. But David prefers the blocks. Carefully this time, he makes his way around the busy children, and asks Abraham what he is building. Abraham explains about the hospital he has built and points out to David the " patients " which he has made out of wooden blocks, as well as beds. David asks if he can drive the " ambulance." The hospital play continues for almost half an hour and by the time Miss Miriam comes to remind the children it is time to put

away. She knows blocks take a long time to put away and she wants children to have time to break up their play leisurely.

Teacher gets children's attention by moving close to them.

Teacher begins activity with a small group rather than making them sit and wait until the whole class is ready to join in.

Teacher recognizes importance to children of what they have accomplished; gives children a chance to express themselves verbally.

Even though she is busy, the teacher recognizes child who needs her attention and approval.

the blocks away, Abraham is lying inside the building pretending to be a patient and David is playing " doctor." They are so busy concentrating that Miss Miriam must stoop down to get their attention. The six children playing with blocks carefully begin to put them back on the shelves. The room is noisy with everyone finishing up their work and putting things back. When he is through with the blocks, David goes to sit on the rug at the end of the room with Miss Miriam. While they wait for the other children to finish cleaning up, Miss Miriam plays a short guessing game, and then when the room quiets down, Miss Miriam asks Rachel to show the painting she has made and she asks Sarah to tell about the " wedding " they had in the doll corner. Abraham wants to tell about his hospital and he is given a turn for this.

Now David goes to get his jacket with the others in his class and walks out to the playground. Abraham has left his kite inside since there is still no wind. David runs to a bench with an attached steering wheel and makes loud ambulance noises. This attracts several children to come over and sit on the bench, but when he asks if they would like to be patients, they all shout " no " and run off. After a few minutes, David climbs down and runs over to the tire swing which hangs from a big tree. Samuel is swinging and asks David to give him a push, which he does. David sees some moss which is clinging to the bark of a tree and stoops down to touch it. And then he sees his reflection in a puddle of water and stares at it. He throws a handful of dirt in the puddle and his reflection gets all ripply. Samuel jumps off the swing and David climbs on. David has learned by himself to pump so he does not need anyone to push him. While he pumps, he continues to make ambulance noises. As he goes higher and higher, he feels like he is flying in an airplane. He shouts at Miss Rachel to look at him — he's a pilot. Miss Rachel is busy helping some children turn over a large box, but she looks at David and smiles.

After a few minutes of swinging, David sees a free place in the sandbox and finds a shovel and begins to dig. Does the sandbox have a bottom? He wonders. He never thought about it before. He asks Samuel if he wants to dig with him to find out. Soon the two boys are busily working away. Just as he sees it is time to go inside, his shovel hits something hard. He scoops the last sand away. He sees cement. David calls Miss Rachel to come and see. The sandbox does have a bottom! David feels good for finding out all by himself. Miss Rachel says she never knew the sandbox had a cement bottom and asks David and Samuel to help her pick up the sand toys and put them in a box nearby.

Teacher recognizes accomplishment. Also asks children to help her.

When David comes back into his classroom, most of the children are sitting on the floor in front of Miss Naomi. He sees that Miss Naomi is holding a story book in her hands, one he has never seen before. He wonders what today's story is going to be about. Miss Naomi explains that it is a new book and she holds it up so everyone can see the picture on the cover. She shows the children where the printing tells what the story is about. And then Miss Naomi begins to read the story about a man who sold fruit in the market and what happened one day when he left his stall for a few minutes. Suddenly the room is very quiet. All the children's eyes are watching the book as the story is told and the beautiful pictures are shown. When Miss Naomi finishes the story, the whole room is so quiet David can hear the maid in the hallway swishing a broom. David is very busy thinking about the story. He is very happy when Miss Naomi says she will show them the pictures again. David hopes he will be able to remember most of the story to tell his father when he comes home in the evening.

Teacher helps children realize the value of learning to read.

Teacher realizes by rapt attention of children that they enjoy the story. Since it is new, she helps them re-live the tale by showing the pictures again.

Teacher allows children to help, but does the choosing of children herself.

When the story ends, Miss Miriam chooses four children to help Miss Naomi set the tables for lunch. The rest of the class go to the toilet and wash their hands. David dries his hands, puts on his kippa, and then he and Abraham make silly faces in a mirror which makes the children laugh until they see Miss Sarah, the classroom maid, carrying a large pot of food down the hall. David runs into the classroom and finds his chair and, after the bread is passed, he sings the prayer with the others. David is very hungry and is pleased to see that the lunch is one of his favorites : meat sauce over rice, and salad, and orange slices for dessert. David talks and eats and talks and eats. Everyone at his table has a lot to tell and again the children wonder if there will be wind for Abraham to fly his kite after the rest time. Miss Miriam stops by and comments on how much they have enjoyed the lunch. She says she, too, hopes there will be wind on the playground. When David finishes his lunch, he sits on a mat outside the classroom door while the room is being cleaned and prepared for rest. He has a turn to choose a song. Soon, David's class goes to the toilet again and when they return, David takes his bedroll from the cupboard and goes into the classroom.

Teacher helps make the atmosphere quiet and conducive to rest.

Inside, it is dark because Miss Naomi has pulled down the blinds. All the tables and chairs are piled against the walls. Miss Naomi and Miss Miriam speak very softly. Miss Naomi suggests a place where David can put his bedroll. David quickly scrambles into it after taking off his shoes and Miss Naomi tucks the blanket around him. It is cozy and warm. David is thinking about the story again, but very soon, is sound asleep. While David sleeps, Miss Miriam sits next to Hannah who is still feeling strange and sad. She holds Hannah's hand. Soon everyone is either asleep or quietly resting. Now there is no sound in the large day care center except vague noises coming from the kitchen. Miss Naomi is in a meeting with the director while Miss Miriam stays with the children. Miss Naomi is discussing plans for the Purim party. She goes over her ideas with the director who approves of some of them and makes some new suggestions.

Teacher sees each child is comfortable and warm. Has a personal word for the child.

Teacher stays especially close to child who may be upset at this time of the day.
Teachers divide duties, one staying with children, one making plans.

Teacher comes to the director prepared with her plans for work.

An hour and a half later, David slowly wakes up ; he lies in his warm bedroll quietly until Miss Naomi pulls up the blinds. Then David crawls out of his bedroll, puts on his shoes, and tries to fold the bedroll so it will fit into the

Teacher helps child see the value of asking friends for help in this large class. She knows this is a task they can manage by themselves.

Teacher encourages children to use their own ideas.

Teacher uses drum carefully, encouraging children to listen.

Teacher informs children of change in regular program ahead of time and tells them the reason.

Teacher directs children to think for themselves instead of doing it for them.

Teacher goes along with child into building leaving the other teacher with the children. Again gives him good reason for directing him toward a good place to play.

Teacher gives direct help on something which is difficult for child.

cupboard. He has trouble with it and Miss Miriam suggests he ask Samuel to help him. The two boys manage to fold the bedroll correctly. When all the bedrolls are put away, David and his classmate go down the hall to the toilet and wash their hands again. David then helps Miss Miriam put the chairs in a circle and he is pleased when he sees Miss Naomi bring in the musical instruments. David chooses the bells to play and has great fun shaking them and singing songs.

After the musical instruments are put away, Miss Miriam says she will play the drum for dancing. She asks the children to listen carefully. Sarah says it sounds like airplane music and Miss Miriam motions her to get up and dance. Others follow. David spreads his arms wide and makes airplane noises. He can tell when the airplane is supposed to be landing because the drumming gets slower and softer. Then the children play they are donkeys carrying heavy loads and then Sarah suggest they crawl like babies. This makes David giggle.

After all the children have a turn to dance, Miss Miriam explains that because it is warm and sunny on the playground, their class will have a turn to drink their milk outside. David thinks this sounds like fun. The children go outside and sit on a mat Miss Naomi has spread on the ground. It is warm in the sun. David is handed a glass of milk and drinks it quickly. Miss Naomi comes around with a pitcher for those children who want more milk. Then Miss Naomi suggests they look up at the tall trees. " The wind is blowing ! " says Abraham. " Now I can fly my kite ! " Miss Naomi tells Abraham she will go inside with him to find his kite and points out the place where he must fly it from so he doesn't get in the way of all the other children who are coming out to the playyard.

Many children crowd around Abraham when he brings his kite outside. Miss Naomi shows Abraham how to get it started and after a while she suggests that he give other children a turn with it. Abraham chooses David. What a thrill as David watches the kite go higher and higher. But soon Abraham's older sister comes from

Teacher knows personal playthings brought to center may create difficulties. Reminds child to leave plaything at home.

school to call for him. The teacher suggests to him that the next day he keep the kite home and play with it there, but she thanks him for bringing it to show the class. David says goodbye to Abraham and climbs high up on the climbing bars again. He feels tall like a giant on the bars, bigger and stronger than anybody. While David is up there, he sees his mother coming into the playground, carrying his baby sister. David shouts to her and quickly climbs down off the bars. He tells her about the invitation which Miss Miriam has pinned on to his jacket, about what it says, and asks his mother if she can come tomorrow to celebrate Shabbat with his class. His mother says she will try to come and if she cannot, maybe his grandmother will come. Miss Naomi comes up to tell David and his mother goodbye and pats him on his head. Slowly, David and his mother go out of the gate toward home.

Teacher knows child might lose something given him to take home, so forestalls this by pinning invitation onto outer clothing.

Teacher recognizes child is leaving. Gives him fond farewell.

It has been a rich, full, busy day for David — one of many during the long school year. It has been a rich, full, busy day for his teachers, too.

APPENDIX

A — Games
B — Recipes fort Art Materials
C — Suggested Materials for Art Activities
D — Hebrew Songs
E — Prayers

Appendix A

GAMES *

Many children in your center will know various games which they have played with neighbors and family members in their courtyards or in the street.

The various stylized games played by all children of all countries have a place in the day care center program, particularly for the five-year olds. It may be difficult for children of three and four to remember and understand directions, ritual words, the making of circles or lines which are necessary for certain games. Also, it is difficult for a young child to accept the idea of waiting for a turn to join in and some young children are not ready for the competition in certain games.

However, five-year olds are at a point in their development when they can accept some restrictions and rules, and for them, games can be an enjoyment. In addition to the games a child comes to the center knowing, there are other games that you may enjoy teaching throughout the school year.

For a game to be successful:

— It must be simple enough so that any directions can be easily explained, understood, and remembered.

— It should be related to the children's level of development. For example, most four-year olds have difficulty skipping and a skipping game would be unwise; most five-year olds cannot remember ten verses of a song nor can they make intricate patterns in circles so such games would be out of place.

— Remember to stop a game at the height of interest. It is not necessary to go on and on with one game just to give all the children in your large group a chance. Those who have already had a turn will be bored. It is better to begin a new game, choosing those children who have not yet had a turn to participate.

Ball Games

(These games can also be played with small cloth bags filled with beans, rice, buttons, etc.)

(*a*) The teacher stands in the middle of a circle. She throws a ball to one child and says his name. When he catches it, he throws it back to the teacher and says her name.

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* Many games are played using rhymes. Because poetic forms are difficult to translate, rhyming games have been omitted.

Or a child can throw the ball across the circle to another child and call his name.

This is a good game to play at the beginning of the school year. It gives the children and the teacher a chance to learn each other's names.

(*b*) The children sit in a circle. A ball is passed quickly from one to another. Meanwhile, the teacher beats time with a musical instrument. When she suddenly stops, the child who has the ball in his hands is "out," and steps out of the circle. The ball continues to be passed from child to child till the last child is left with the ball.

Find the Object

All the children sit in a circle or they can also sit at tables. The teacher shows to the class an object she has in her hand, e.g., a block, a doll, a book, etc. One child leaves the room while the teacher chooses a place to hide the object. When the child returns to the room, all the seated children clap their hands, softly if the child is far away from the object, loudly as he gets closer — until he finds it.

Hide the object in a fairly conspicuous place until the children are familiar with the game. Once the children know this game, *they* enjoy choosing a place to hide the object.

This is a good game to play while you are waiting to go out to the playground or for lunch to be served.

Who Has Left the Room?

The children sit in a circle. One child closes his eyes while the teacher silently points to another child to leave the room. After this child has left, the child who has his eyes closed opens his eyes and tries to guess who has left the room. If the child guesses correctly, the child who left the room now has a turn to close *his* eyes. If the child guesses incorrectly, he should be asked to close his eyes again. The child outside returns to the room. The child who has been guessing is asked if he can tell which child returned.

Running Game

All the children stand facing toward the center of a circle with their hands cupped behind them. One child is chosen to stand outside of the circle. He walks around the circle and drops an object (bead, crayon, stone, cube) in one of the cupped hands. The child receiving the object leaves his place and chases the other child around the circle to his empty space. If he catches the other child before he comes to the empty space in the circle, he has a chance now to drop the object in another child's hand.

Guess Who?

All the children sit in a circle. One child is chosen to go in the center and close his eyes. The teacher silently points to another child to go behind the child in the center and softly call his name. When this child goes back and sits down, the other child tries to guess who called his name. He gets three chances to guess.

Camel, Camel, Donkey

All the children stand in a circle. The teacher chooses one child to walk around the outside of the circle touching every child slightly on the head and saying "camel, camel, camel... donkey." When he says "donkey" the child whose head is tapped must run after the child who tapped him. If he catches this child, then he has a turn to walk around the circle saying "camel, camel, donkey." If he does not catch the child before he reaches the empty place of the circle, he goes back to sit down and the original child continues "camel, camel... donkey."

Drop the Handkerchief

All the children stand in a circle. One child is chosen to run around the outside of the circle with a handkerchief. He drops it behind a child. When that one discovers that the handkerchief is behind him he must quickly pick it up and run after the child who dropped the handkerchief. That child tries to reach the place that is empty in the circle before he is tagged. If he gets to the empty place in time, the other child then runs around the circle. If he is tagged before reaching the empty place, he goes back to his spot and the original child again drops the handkerchief.

Once children know this game the teacher can suggest to them that they hop or jump instead of run.

Policeman

The children stand in a circle. One child is chosen to be the "policeman," and he stands in the center of the circle. The teacher points out another child who walks to him and says "Will you help me?" and the policeman asks him, "What is your name?" The child must tell his name. Then he asks the child, "Where do you live?" and the child must tell his address. If he gives the correct information (and this the teacher must know), the policeman takes him by his hand and walks him around the circle to his "house" (empty space). If the child does not know his full name and address, the teacher helps him out this time or can ask another child to help him.

This game is of importance in teaching children their names and addresses.

Find My Child

All the children sit in a circle. The teacher chooses one child to be the "policeman" and she plays the "mother." She says to the policeman, "Please help me find my child." The policeman says, "What is your child wearing and what does she look like ? " The teacher describes one of the children but does not look at the child. She might say to the policeman, " She is wearing a blue dress and brown sandals. Can you help me ? " If the policeman cannot, she continues " She has a pink ribbon in her hair." If the policeman still cannot find her, she continues describing correctly the child she has in mind. " She likes to paint pictures." The policeman looks around the circle and tries to bring to the mother the child she has described.

When they become familiar with the game the teacher can withdraw and the children can play both parts. But they must be reminded not to " give away " the game by staring at the child they have chosen.

This is a good game to sharpen children's powers of observation and is a good way to help children identify each other.

Guess What?

All the children sit in a circle. The teacher has various objects on a tray, e.g., animal, doll, crayon, ball, etc. She asks a child to close his eyes and removes one of the objects or asks another child to remove one of the objects. Then she tells the child to open his eyes and guess what is missing.

The children must be reminded to look carefully at the tray before they close their eyes.

The same game can be used to *add* one object to the tray.

When the game is first played the number of objects should be very few, e.g., two or three, but this number can be increased over the year.

Which Color is Missing?

The children sit in a circle. Several brightly colored pieces of paper are cut in the same shape, e.g., squares, circles, ovals. The tray is in the center of the circle. One child is chosen to close his eyes; another child is chosen to remove one color. The child who closed his eyes will then be asked to open them and guess which color is gone.

The same game can be played by adding a color.

Color Games

Large squares or circles of colored paper are mounted on cardboard. Both sides of the cardboard are covered. A short length of ribbon is attached to this by threading it through a hole. The ribbon is pinned on to a safety pin. This is pinned on the back of a child.

The children sit or stand in a circle. One child goes out of the room while the colored cord is pinned on a child's back. The child outside then returns and tries to guess what color the child has on his back by circling around him while the child tries to keep him from seeing his back. If the child has difficulty finding the color, stop the game after a while, and show him the color and ask him what it is. Then give two other children turns.

Listen for the Sound

Objects that make various sounds are put on a tray, a table, or on the floor : a glass, bells, cymbals, small drum, triangle, stick of wood, hollow object, etc. The teacher asks all the children to close their eyes or goes to the back of the room where they cannot see. She makes a sound by striking or playing on one of the objects and then asks one child what instrument made the sound. Or one child is chosen to turn his back to see if he can identify the sound. A child can also be chosen to make the sound.

Donkey, Who Took your Carrot?

A child chosen to be a donkey kneels down in the center of the circle with an object representing a carrot behind him. The teacher points to one child to tiptoe quietly and take the carrot. This child goes back to his place in the circle and puts the carrot behind him. Then the donkey looks up and walks slowly around the circle while the children chant : " Donkey, donkey, who took your carrot ? " They chant loudly when he is near the child who took it ; softly as he goes farther away. He get three guesses to find out who took the carrot.

Musical Chairs

All children sit in a circle. Chairs are put in the middle of the circle in a line next to each other, one chair facing in one direction, the next chair facing in the opposite direction. When children are chosen to go into the center for this game, the teacher should choose one child *more* than the number of chairs. The teacher either plays on a musical instrument or claps her hands. The children march around the chairs. When the music stops, suddenly, all the children quickly try to find a place to sit. One child will not have a chair. This child goes back to sit in the circle and one chair is removed from the center. The game continues, each time with one chair less, until only one chair and two children are left and one child is the " winner."

This game should be played with many chairs when you have the space, so that a great number of children have an opportunity to play without waiting too long a time for their turn.

Caution the children not to hold their hands on the chairs when marching around.

Bird in the Cage

The children make a circle with one child in the middle. Then they form a group of three children each. Two children of each group form a " cage " by clasping hands and the third child goes inside to be " bird " in the cage. When the teacher gives a signal all the " birds " change cages and the one who is in the middle of the circle tries to get into a cage. The child who remains without a cage goes into the middle of the circle.

Teacher, What do you Want?

The children stand in a row in a straight line. The teacher stands opposite, rather far away. The children call out: " Teacher, what do you want ? " The teacher tells them in what manner the children should come to her. For example :

a) walking — hands on shoulders
    hands on head
    hands on hips
    tiptoeing
    backwards

b) hopping — small steps
    big steps
    on one foot
    on two feet

c) jumping — on toes ; on feet

d) galloping — with big steps
    with small steps

The children approach the " teacher " in the way she tells them. When the children are familiar with the game, the teacher can choose a child to replace her.

Watch the Object

The children sit in a small circle. One of them stands or sits in the middle with eyes covered. An object, for example a ring or a small plastic plaything, is passed on from hand to hand behind the back of each child. When the object has started going around, the teacher takes the eye covering off the child who has to observe the children in order to find out in whose hands the object is located. When the child has succeeded in finding the child who has the object in his hand, it is the turn of *this* child to be in the middle of the circle.

The Bear and the Honey Cake

The children remain in their usual places. One child who represents the bear sits in front of the children with eyes covered. Next to the child is an object representing the honey cake. The teacher signals to a child to come to the bear silently and to try to take away the honey cake. If the bear hears the child, the bear grunts and the child has to draw back. Then the teacher calls another child and if that one can get near the bear without being heard and succeeds in taking the cake, all the children can clap their hands and the game continues with two other children. This game is well suited to use during free moments.

Who Am I?

The children sit in their usual places. One child kneels with his head on the knees of the kindergarten teacher and covers his eyes. The kindergarten teacher signals a child to come softly and stand next to her. This child says: "Who am I?" and immediately thereafter returns to his seat. The child who is kneeling must guess the name of the child who spoke. He gets three guesses before he is told and another child takes his place.

Mouse, Come into My Hole

The kindergarten teacher chooses three children, two to represent mice, and one to represent a cat. The cat stands in the middle of the classroom while the mice go to two opposite corners. The mice recite together: "Mouse, mouse, come into my hole" and try to change corners without being caught by the cat. The kindergarten teacher should see that the mice can get past the cat from a spot which is rather far away from the cat. One can continue the game by selecting three different children each time.

Appendix B

RECIPES FOR ART MATERIALS

Note: The ingredients of the recipes given below are used in most of our day care centers. We are aware that it is not always possible to obtain all the suggested items in various countries. It may be necessary for you to experiment with substitute materials until you arrive at a satisfactory solution. Of course, the amounts you make will vary with the number of children in your group who will be using the material, but check to see that the proportions are correct for each recipe.

Easel Paint

Colored powder (if this is not available commercially, try crushing flowers or the fruits of local plants and mixing with water)
Water

Put a few tablespoons of powdered color in the bottom of the container to be used. Slowly add the liquid. Stir constantly until the paint powder and liquid are thoroughly mixed and the powder is dissolved. The mixture is ready to use when it is thick and the colors clear and bright. To help thicken paint, a mixture made of boiling starch with water can be added to the coloring. This can be prepared separately, stored in a jar, and added to paint as necessary.

Finger Paint

1/2 cup dry laundry starch
1 1/3 cups boiling water
1/2 cup soap flakes
Coloring
1 tablespoon glycerin (optional)

Mix the starch with cold water to form a smooth paste. Add boiling water and cook the paste until it becomes glossy. Stir in the soap flakes when the mixture is almost cool. Add the glycerin and pour the mixture into jars. Stir the coloring into each jar at the time you will be using it. The coloring can be either the powder you use for easel paint or the mixed easel paint itself.

Play Dough

2 cups flour
1 cup salt
Cold water in quantity as needed (or two tablespoons olive oil)
Food coloring

3

Mix the flour and salt together. Then slowly add the water or olive oil while you knead the mixture. Finally, add the coloring until you get the desired color. The mixture should be soft enough for children to handle easily, but not runny.

Paste

1 teaspoon flour
2 teaspoons cornstarch
1/4 teaspoon powdered alum
4-6 teaspoons water

Mix the flour, cornstarch and alum. Add water slowly, stirring out all the lumps. Cook over a very slow fire, and stir constantly. When paste begins to thicken take it off the fire. As it cools, it will thicken even more. This mixture should be kept in a covered jar. You may need to stir in a bit of water when you come to use it.

Papier Maché

Strips of newspaper
Water
Glue

Cut or tear newspaper into strips. Pour boiling water over this and let it soak. Squeeze water out. Mash or knead the mixture until it is smooth. Add glue to this to hold the mixture together. This mixture can easily be made into many different forms which will hold their shape when the mixture dries. They can then be painted.

Appendix C

SUGGESTED MATERIALS FOR ART ACTIVITIES

During your training and in the workshops, you have had an opportunity to see and use many different kinds of materials available in your country for children's creative activities. Below is a reminder of some materials in addition to the ones mentioned in the section on creative art.

Painting:

Finger painting :	(recipe in Appendix B) Apply paint to thick wet paper with hands.
String design :	Dip short pieces of string in thick paint and either brush over paper or pull through folded paper.
Blotting design :	Fold paper in half ; put paint on one half ; fold over and press together.
Stamping design :	Cut design into half of raw potato ; dip into paint ; stamp on paper.
Feather design :	Dip feather into thick paint ; move it gently over paper.
Spatter painting :	Place design on paper and pin down ; dip toothbrush across paint and run across a small screen. When paint dries, remove pattern.
Chalk drawing :	Wet paper ; draw design on wet paper with dry colored chalk or dip colored chalk in water and draw on dry paper.

Drawing:

Use crayons on different types and colors of paper.

Modeling:

Dough (recipe in Appendix B)
Mix water and coloring with sawdust for moulding.

Pasting:

Collage :	Paste various objects onto paper ; for example, feathers, cotton, beans — anything that will stick to the paper.
Mosaic :	Cut or tear shapes out of colored paper ; paste into design.

Woodwork:

In large groups with few teachers, it is necessary for safety's sake to limit woodwork to the use of claw hammers, large-headed nails, and sandpaper. In small groups, with enough teachers to supervise, yon can add saws, planes, and a vise. In any case, try to use soft wood.

Materials to Save for Art Work:

Cardboard boxes
Empty spools or bobbins
Remnants of cloth or plastic
Paper bags
Ends of candles
End pieces of ribbon and string
End peices of yarn and embroidery thread
Toothpicks
Buttons
Shells
Pebbles
Leaves
Feathers
Bottle tops
Macaroni
Food wrappers

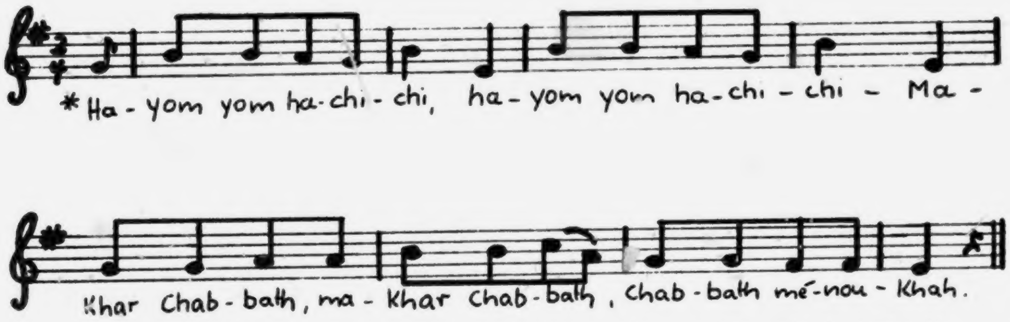
Appendix D

JEWISH HOLIDAY SONGS
CHANSONS POUR LES FETES JUIVES

CHABBATH

HAYOM YOM HACHICHI

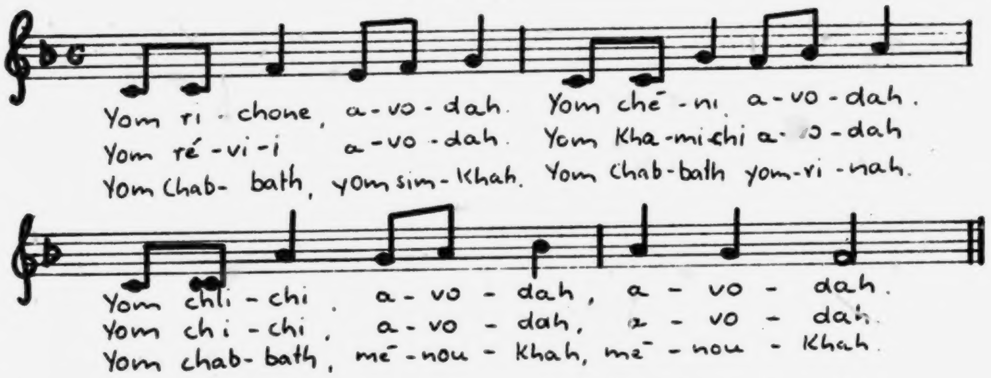
Today is Friday
Aujourd'hui c'est Vendredi


*Ha - yom yom ha-chi - chi, ha - yom yom ha-chi - chi - Ma -
Khar Chab - bath, ma - Khar Chab - bath, Chab - bath mé-nou - Khah.

Today is Friday, Tomorrow is Sabbath, Sabbath of rest.	Aujourd'hui c'est vendredi, Demain c'est Chabbath, Chabbath jour du repos.

HACHAVOUA

The Week
La Semaine

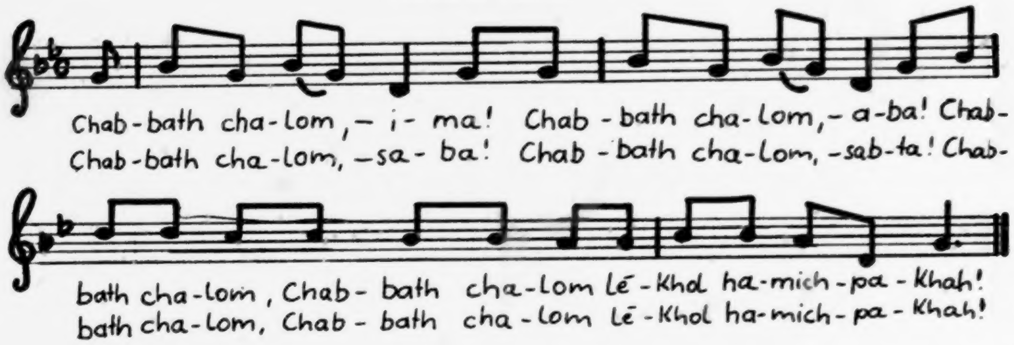

Yom ri - chone, a - vo - dah. Yom ché - ni, a - vo - dah.
Yom ré - vi - i a - vo - dah. Yom Kha - mi-chi a - vo - dah
Yom Chab - bath, yom sim - Khah. Yom Chab - bath yom - ri - nah.
Yom chli - chi, a - vo - dah, a - vo - dah.
Yom chi - chi, a - vo - dah, a - vo - dah.
Yom chab - bath, mé - nou - Khah, mé - nou - Khah.

Sunday work, Monday work, Tuesday work, Wednesday work, Thursday work, Friday work. The Sabbath is a day of song. The Sabbath is a day of rest.	Dimanche on travaille, Lundi on travaille, Mardi on travaille, Mercredi on travaille, Jeudi on travaille, Vendredi on travaille. Chabbath est un jour de chant. Chabbath est un jour de repos.

*h est toujours aspiré.

CHABBATH CHALOM

Good Sabbath
Chabbath Chalom

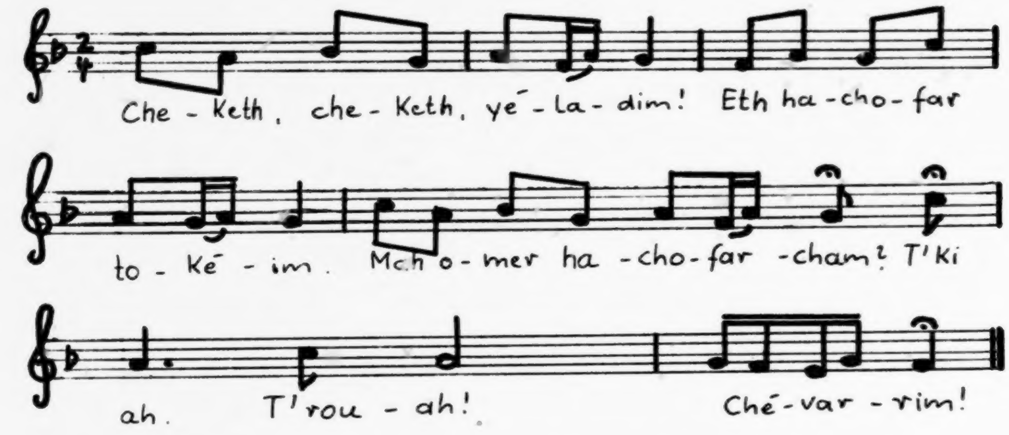

Chab-bath cha-lom, - i- ma! Chab - bath cha-lom, - a-ba! Chab-
Chab-bath cha-lom, -sa- ba! Chab - bath cha-lom, -sab-ta! Chab-
bath cha-lom, Chab- bath cha-lom lé-khol ha-mich-pa-khah!
bath cha-lom, Chab - bath cha-lom lé-khol ha-mich-pa-khah!

Good Sabbath, mother!	Chabbath Chalom, maman!
Good Sabbath, father!	Chabbath Chalom, papa!
Good Sabbath all the family!	Chabbath Chalom toute la famille!
Good Sabbath, grandfather!	Chabbath Chalom grand-père!
Good Sabbath, grandmother!	Chabbath Chalom grand'-mère!
Good Sabbath all the family!	Chabbath Chalom toute la famille!

ROCH HACHANAH

HACHOFAR

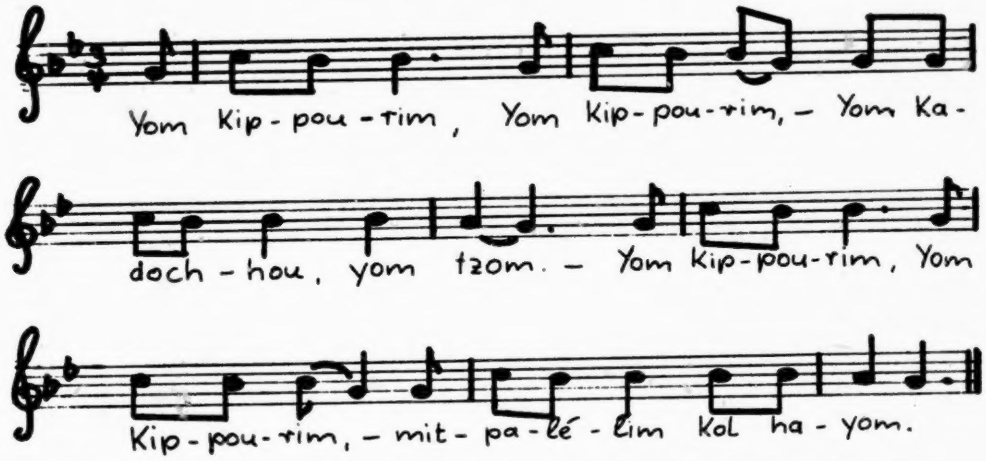
The Shofar
Le Chofar


Che - keth, che - keth, yé - la - dim! Eth ha-cho-far
to - ké - im. Mah o - mer ha-cho-far -cham? T'ki
ah. T'rou - ah! Ché-var-rim!

Quiet, children!	Silence, les enfants!
They are blowing the Shofar!	Ils sonnent le Chofar!
What does it say?	Qu'est-ce qu'il dit?
T'ki-ah! T'ru-ah!	T'ki-ah! T'rou-ah!
She-varim!	Che-varim!

YOM KIPPOUR

YOM KIPPOURIM


Yom Kip - pou - rim , Yom Kip - pou - rim, - Yom Ka -
doch - hou , yom tzom . - Yom Kip - pou - rim , Yom
Kip - pou - rim , - mit - pa - lé - lim kol ha - yom.

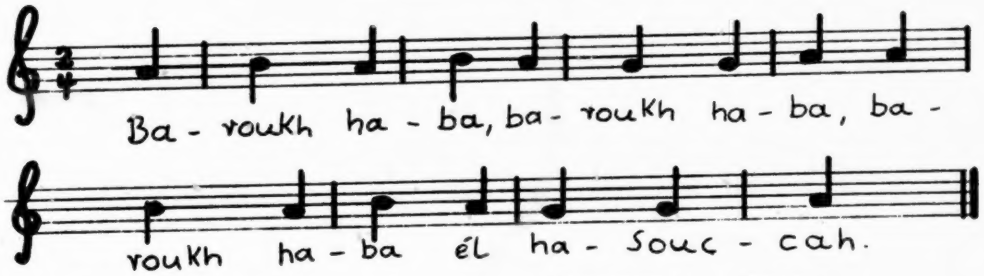
A holy day, a fast day,
Grown-ups pray all day.

Un jour saint, un jour de jeûne,
Adultes prient toute la journée.

SOUCCOTH

BAROUKH HABA

Welcome to the Sukkah
Bienvenue à la Souccah

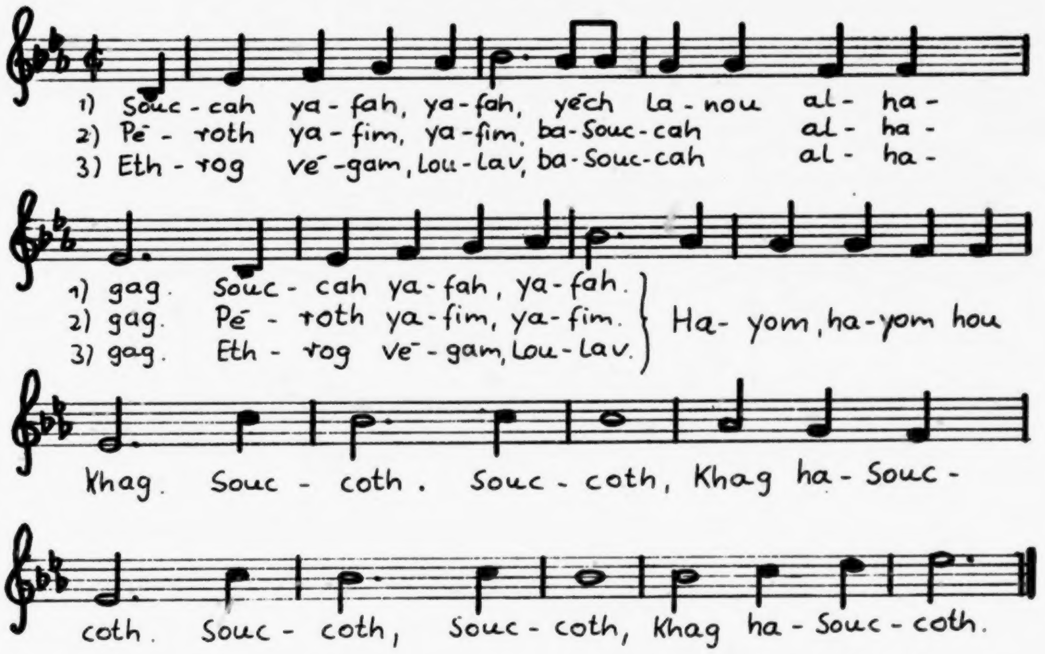

Ba - roukh ha - ba, ba - roukh ha - ba, ba -
roukh ha - ba él ha - Souc - cah.

Welcome to the Sukkah!

Bienvenue à la Souccah

HASOUCCAH AL HAGAG

The Sukkah on the Roof
La Souccah sur le Toit


1) Souc-cah ya-fah, ya-fah, yech la-nou al- ha-
2) Pé - roth ya-fim, ya-fim, ba-Souc-cah al- ha-
3) Eth-rog ve-gam, Lou-Lav, ba-Souc-cah al- ha-
1) gag. Souc-cah ya-fah, ya-fah.
2) gag. Pé - roth ya-fim, ya-fim.
3) gag. Eth-rog ve-gam, Lou-Lav.
Ha- yom, ha-yom hou
Khag. Souc - coth. Souc - coth, Khag ha-Souc-
coth. Souc - coth, Souc - coth, Khag ha - Souc - coth.

1) We have a lovely Sukkah on the roof.
2) Beautiful fruit in the Sukkah on the roof.
3) Etrog and Lulav in the Sukkah on the roof.

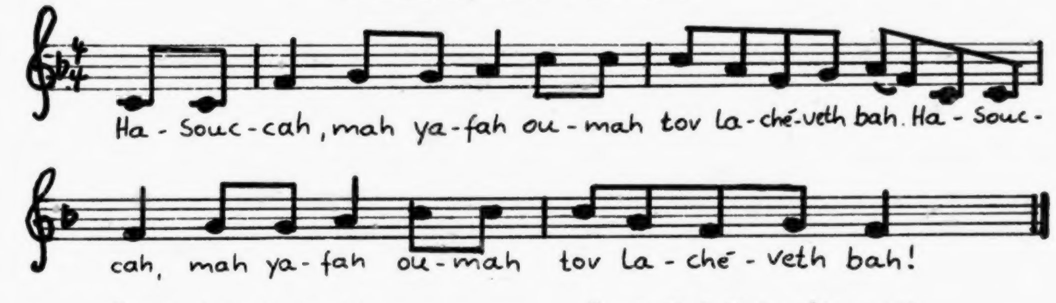
Todayis Sukkot.

1) Nous avons une jolie Souccah sur le toit.
2) De superbes fruits dans la Souccah sur le toit.
3) Etrog et Loulav dans la Souccah sur le toit.

Aujourd'hui c'est Souccoth.

HASOUCCAH, MAH YAFAH!

The Sukkah, how beautiful!
La Souccah, comme c'est beau!


Ha - Souc-cah, mah ya-fah ou-mah tov la-ché-veth bah. Ha - Souc-
cah, mah ya-fah ou-mah tov la-ché-veth bah!

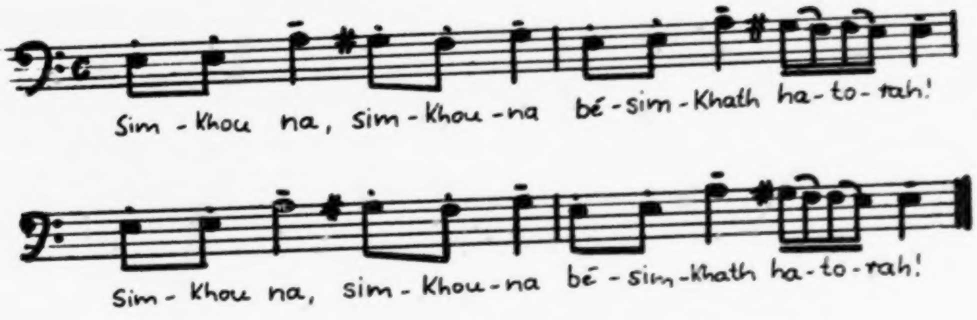
How good it is to sit in the Sukkah!

Comme il fait bon être assis dans la Souccah!

SIMHAT TORAH

SIMKHOU NA!

Be happy!
Soie heureux!


Sim - Khou na, sim - Khou - na bé - sim - Khath ha - to - tah!
Sim - Khou na, sim - Khou - na bé - sim - Khath ha - to - rah!

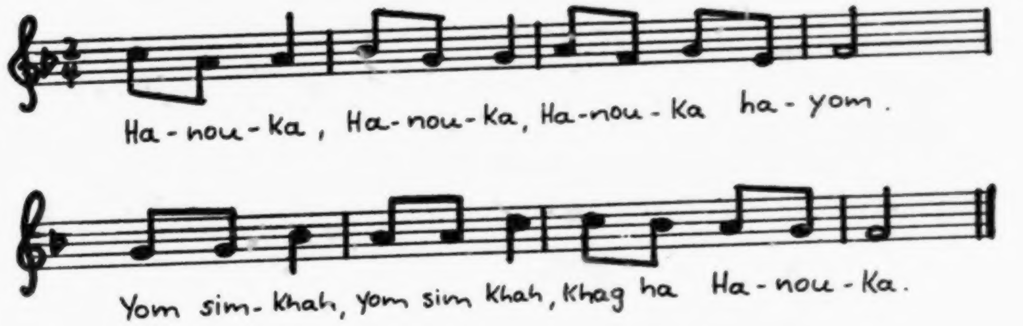
Be happy on Simhat Torah.

Sois heureux à Simhat Torah.

HANOUKA

HANOUKA HAYOM

Today is Hanukah
Aujourd'hui c'est Hanouka

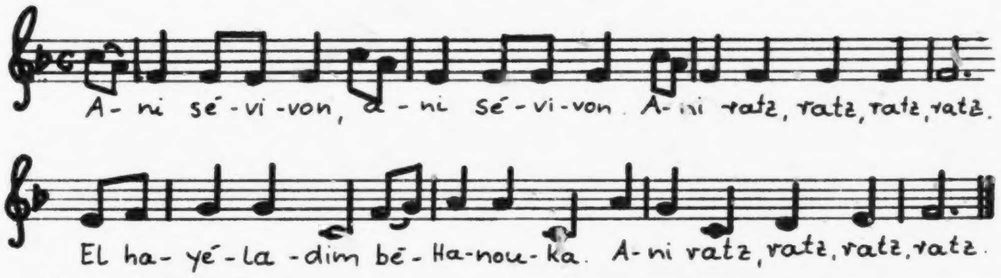

Ha - nou - Ka, Ha - nou - Ka, Ha - nou - Ka ha - yom.
Yom sim - Khah, yom sim Khah, Khag ha Ha - nou - Ka.

Today is Hanukah,
a happy day!

Aujourd'hui c'est Hanouka,
un jour heureux.

ANI SEVIVON

I'm a Sevivon
Je suis un Sevivon

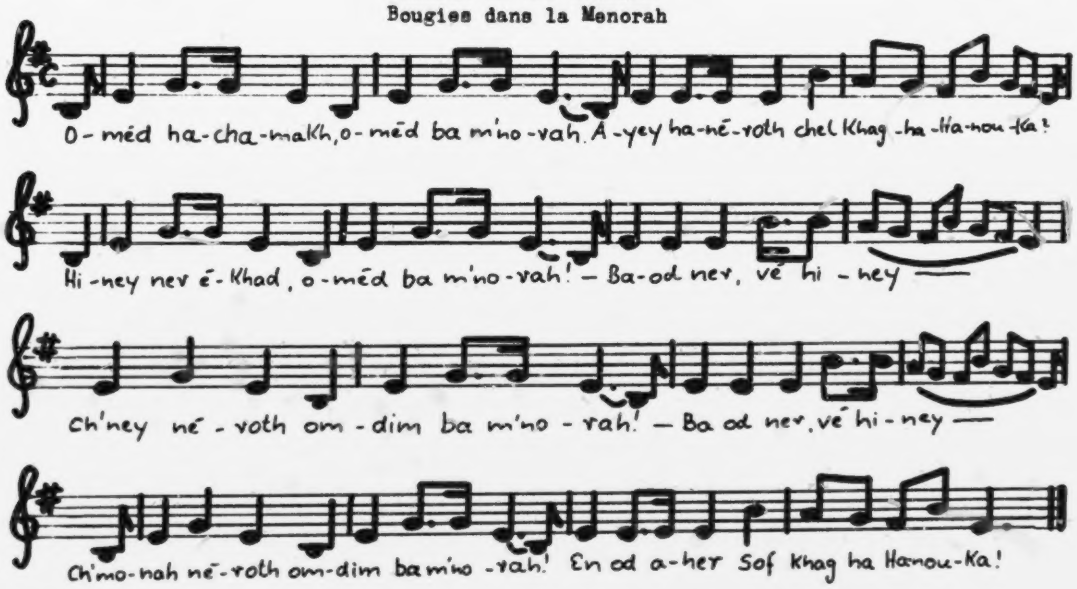

A- ni sé-vi-von, a-ni sé-vi-von. A-ni ratz, ratz, ratz, ratz.
El ha-yé-la-dim bé-Ha-nou-ka. A-ni ratz, ratz, ratz, ratz.

I'm a sevivon; I run
to the children on Hanukah.

Je suis un sevivon; je cours
vers les enfants à Hanouka.

NEROTH BEMENORAH

Candles in the Menorah
Bougies dans la Menorah


O-méd ha-cha-makh, o-méd ba m'no-vah. A-yey ha-né-roth chel Khag-ha-Ha-nou-Ka?
Hi-ney ner é-Khad, o-méd ba m'no-vah! — Ba-od ner, vé hi-ney —
Ch'ney né-roth om-dim ba m'no-rah! — Ba od ner, vé hi-ney —
Ch'mo-nah né-roth om-dim ba m'no-rah! En od a-her Sof Khag ha Hanou-Ka!

The Shamash stands in the Menorah
Where are the other Hanukah candles?
One candle stands in the Menorah.
Along comes another one, and
two candles stand in the Menorah...

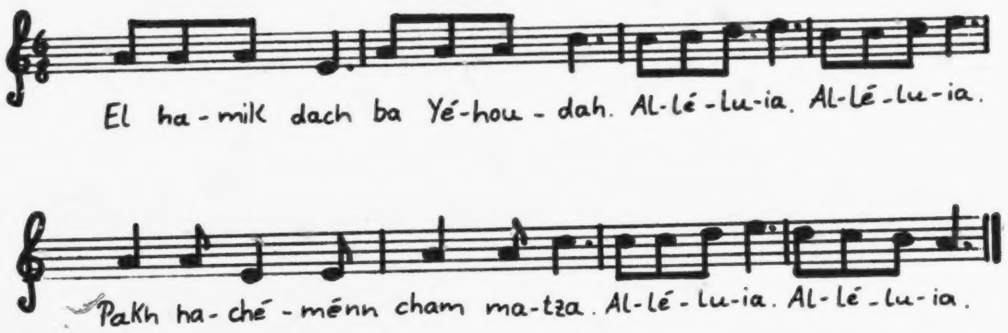
eight candles stand in the Menorah.
No more candles.
It's the end of Hanukah.

Le Chamach est dans la Menorah.
Où sont les autres bougies de Hanouka?
Une bougie est dans la Menorah.
Vient une autre bougie, et
deux bougies sont dans la Menorah...

huit bougies sont dans la Menorah.
Plus de bougie.
C'est la fin de Hanouka.

EL HAMIKDACH

To the Temple
Au Temple

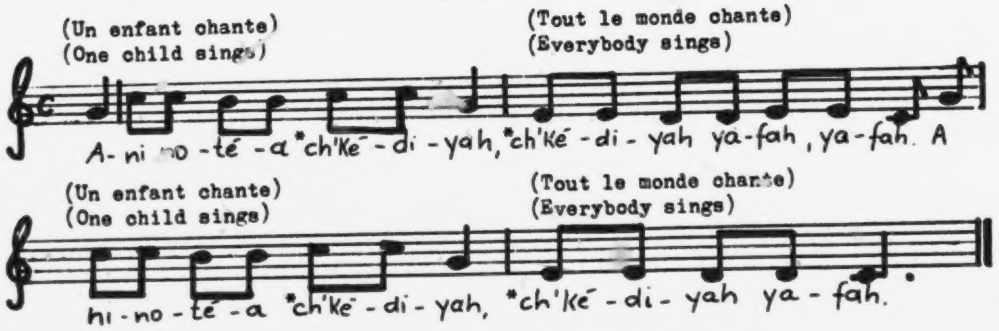

El ha - mik dach ba Yé-hou - dah. Al-lé-lu-ia. Al-lé-lu-ia.
Pakh ha-ché - ménn cham ma-tza. Al-lé-lu-ia. Al-lé-lu-ia.

To the temple came Judah, Halleluyah! There he found a pitcher of oil. Halleluyah!	Au temple venait Judah, Alléluia! Y trouvant une cruche d'huile. Alléluia!

TOU B'CHVATH

ANI NOTEA

I'm Planting
Je plante

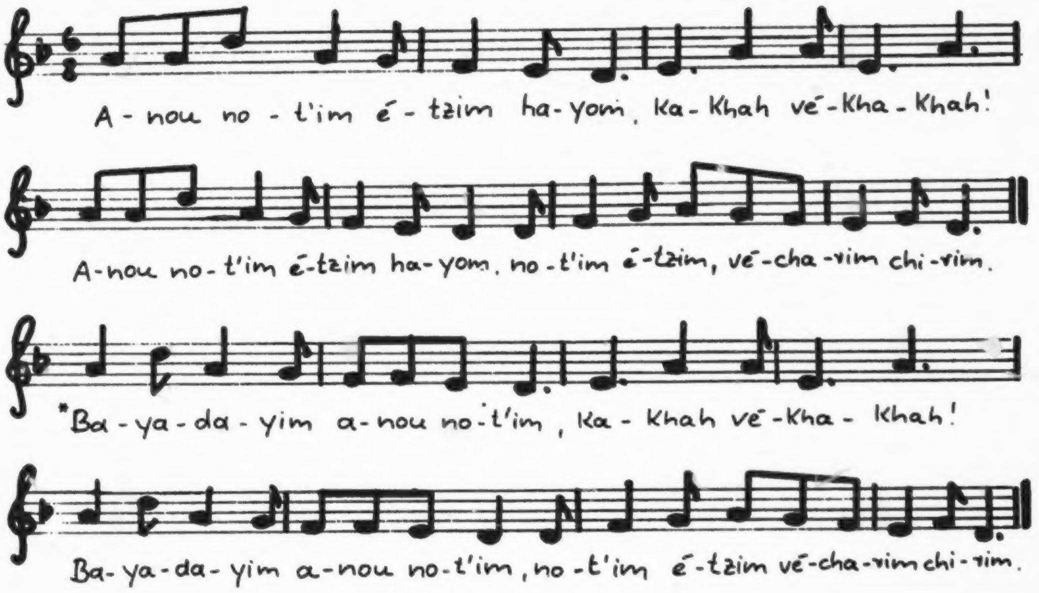

(Un enfant chante)
(One child sings)
(Tout le monde chante)
(Everybody sings)
A-ni no-té-a *ch'Ké-di-yah, *ch'Ké-di-yah ya-fah, ya-fah. A
(Un enfant chante)
(One child sings)
(Tout le monde chante)
(Everybody sings)
ni-no-té-a *ch'Ké-di-yah, *ch'Ké-di-yah ya-fah.

One child: I'm planting an almond tree. Everybody: A pretty almond tree.	Un enfant: Je plante un amandier. Tout le monde: Un joli amandier.

* Te-e-nah	Fig Tree	Figuier
Te-ma-rah	Date Tree	Dattier

NOT'IM ETZIM

Planting Trees
Planter des Arbres


A-nou no-t'im é-tzim ha-yom, Ka-Khah vé-Kha-Khah!
A-nou no-t'im é-tzim ha-yom, no-t'im é-tzim, vé-cha-rim chi-rim.
*Ba-ya-da-yim a-nou no-t'im, Ka-Khah vé-Kha-Khah!
Ba-ya-da-yim a-nou no-t'im, no-t'im é-tzim vé-cha-rim chi-rim.

We are planting trees today,
this way, and that way!
And singing songs.
With our *hands we are planting.

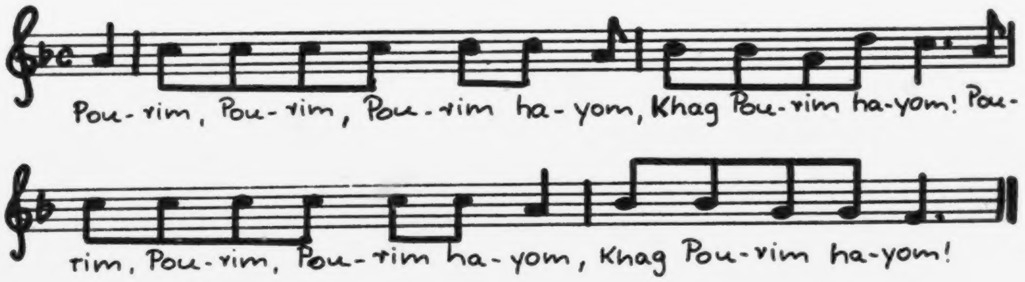
Nous plantons des arbres aujourd'hui
de cette façon-ci, de cette façon-là!
Et nous chantons des chansons!
Avec nos *mains nous plantons.

*Ba-rag-la-yim	- with our feet	- avec nos pieds
Ba-etz-ba-ot	- with our fingers	- avec nos doigts
Ba-mar-pek	- with our elbows	- avec nos coudes

POURIM

POURIM HAYOM!

Today is Purim!
Aujourd'hui c'est Pourim!

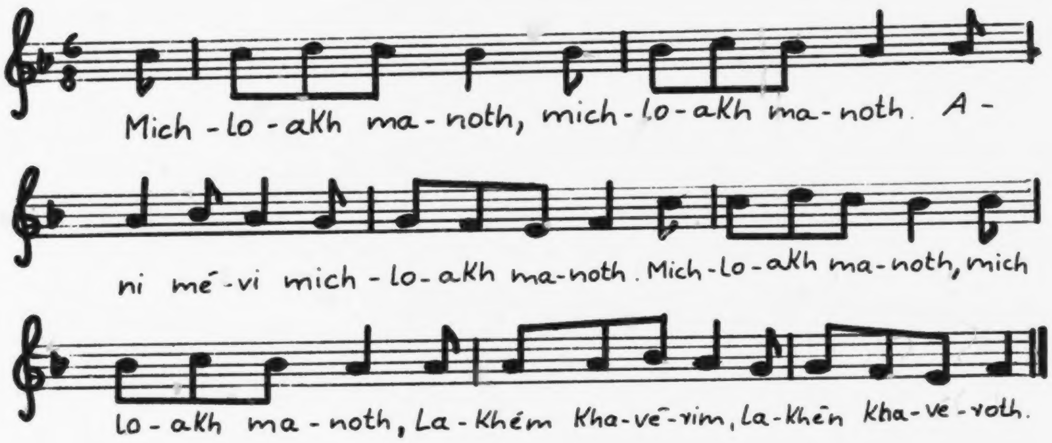

Pou-rim, Pou-rim, Pou-rim ha-yom, Khag Pou-rim ha-yom! Pou-
rim, Pou-rim, Pou-rim ha-yom, Khag Pou-rim ha-yom!

Today is Purim!

Aujourd'hui c'est Pourim!

MICHLOAKH MANOTH

Purim Gifts
Cadeaux de Pourim

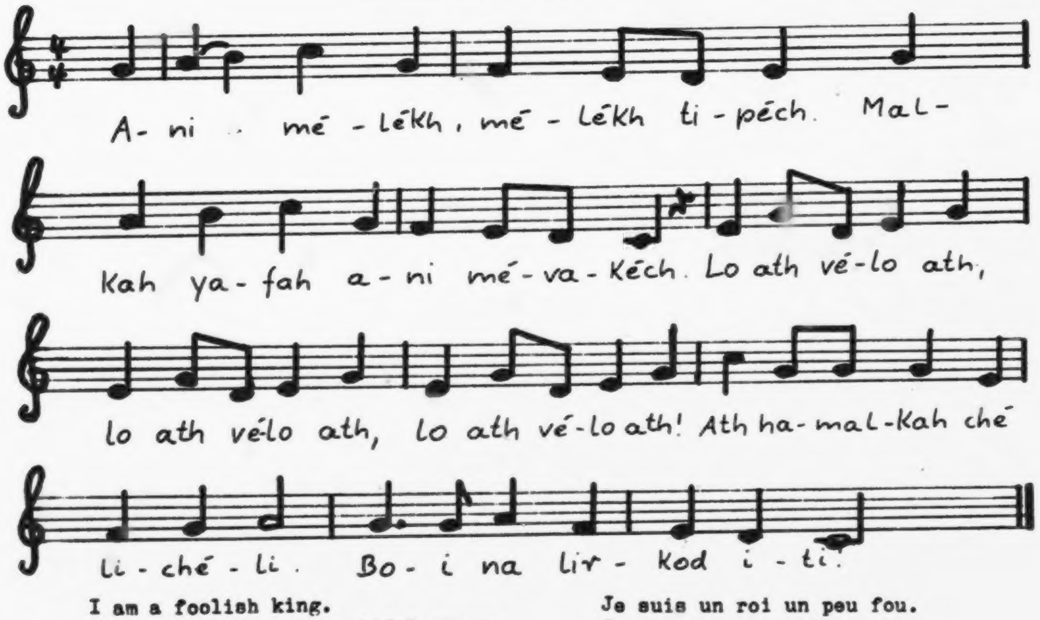

Mich - lo - akh ma - noth, mich - lo - akh ma - noth. A -
ni mé - vi mich - lo - akh ma - noth. Mich - lo - akh ma - noth, mich
lo - akh ma - noth, La - khém kha - vé - rim, la - khén kha - ve - roth.

Purim gifts.
I am bringing Purim gifts.
To you my friends.

Cadeaux de Pourim.
J'apporte de cadeaux de Pourim.
Pour vous, mes amis.

ANI MELEKH TIPECH

I am a foolish King
Je suis un roi un peu fou

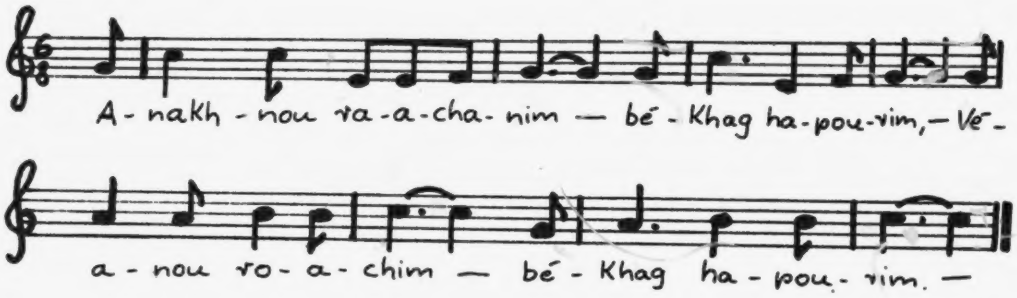

A - ni - mé - lékh, mé - lékh ti - péch. Mal -
kah ya - fah a - ni mé - va - kéch. Lo ath vé - lo ath,
lo ath vélo ath, lo ath vé - lo ath! Ath ha - mal - kah ché
li - ché - li. Bo - i na lir - kod i - ti.

I am a foolish king.
I'm looking for a beautiful queen.
Not you and not you.
You are the queen for me.
Come and dance with me!

Je suis un roi un peu fou.
Je cherche une belle reine.
Pas toi, pas toi.
Toi, tu es la reine pour moi.
Viens danser avec moi!

ANAKHNOU RA'ACHANIM

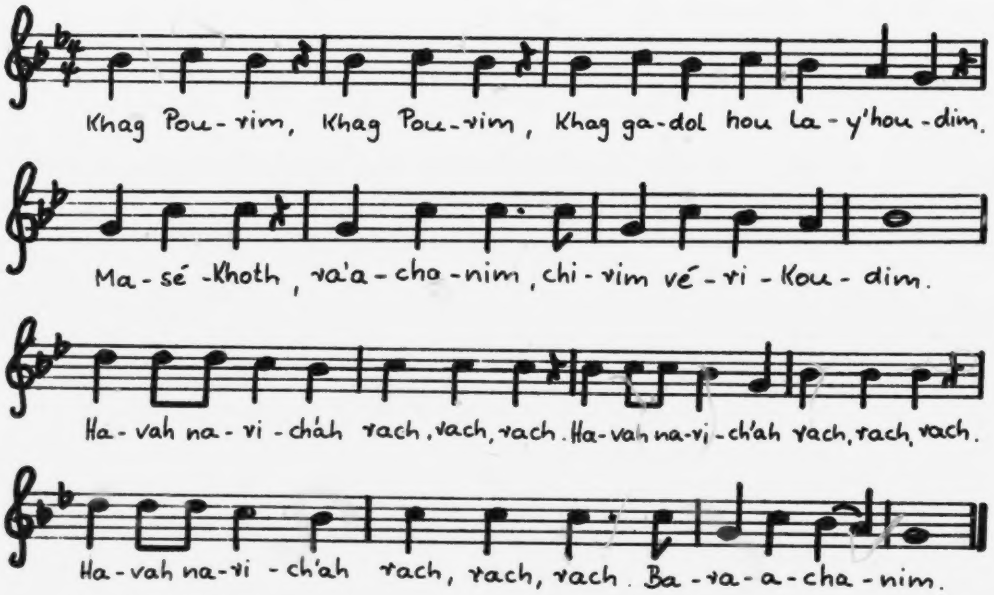
We are noisemakers
Nous faisons du bruit


A - nakh - nou ra - a - cha - nim — bé - Khag ha - pou - rim, — Vé -
a - nou ro - a - chim — bé - Khag ha - pou - rim. —

We are ra-a-sha-nim.	Nous sommes des ra-a-cha-nim.
We make noise.	Nous faisons du bruit.

KHAG POURIM

Purim Holiday
Pourim Fête

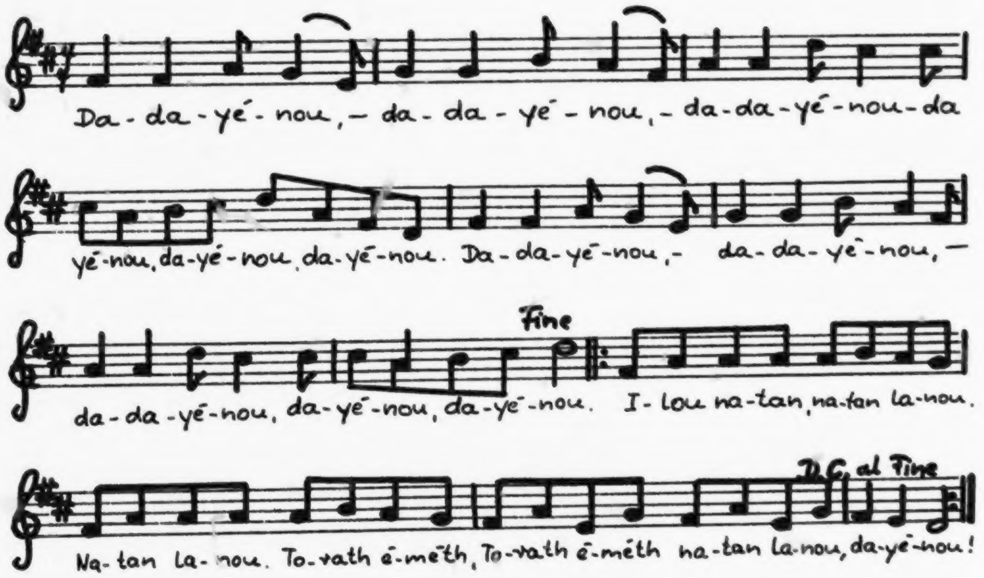

Khag Pou - rim, Khag Pou - rim, Khag ga - dol hou La - y'hou - dim.
Ma - sé - Khoth, ra'a - cha - nim, chi - rim vé - ri - Kou - dim.
Ha - vah na - vi - ch'ah rach, rach, rach. Ha - vah na - vi - ch'ah rach, rach, rach.
Ha - vah na - vi - ch'ah rach, rach, rach. Ba - ra - a - cha - nim.

A great holiday!	Une grande fête!
Masks, rattles, songs and dances.	Masques, crécelles, chansons, et danses.
Let's make a noise!	Faisons du bruit!

P E S S A C H

DAYENOU!

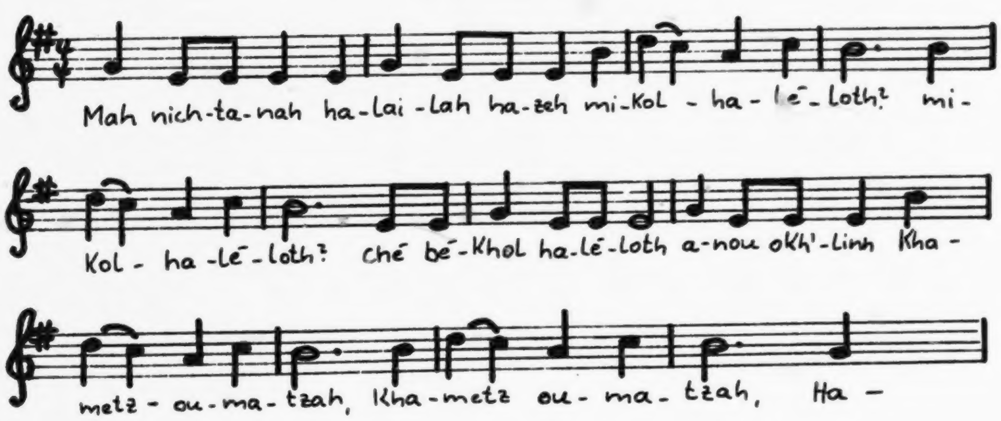
It would be enough!
Cela suffirait!


Da-da-yé-nou, - da-da-yé-nou, - da-da-yé-nou-da
yé-nou, da-yé-nou, da-yé-nou. Da-da-yé-nou, - da-da-yé-nou, —
Fine
da-da-yé-nou, da-yé-nou, da-yé-nou. I-lou na-tan, na-tan la-nou.
D.C. al Fine
Na-tan la-nou. To-rath é-méth, To-rath é-méth na-tan la-nou, da-yé-nou!

It would be enough if He gave us the Torah of truth.	Cela suffirait qu'Il nous donne la Thora de la vérité.

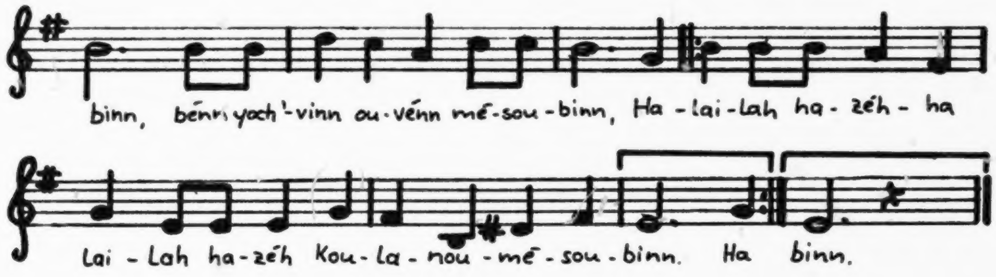
MAH NICHTANAH

The Four Questions
Les Quatre Questions


Mah nich-ta-nah ha-lai-lah ha-zeh mi-Kol - ha-lé-loth? mi-
Kol - ha-lé-loth? ché bé-Khol ha-lé-loth a-nou okh'-linn Kha-
metz - ou-ma-tzah, Kha-metz ou-ma-tzah, Ha -

MAH NICHTANAH

The Four Questions
Les Quatre Questions


binn, bénn yach'-vinn ou-vénn mé-sou-binn, Ha - lai-lah ha - zéh - ha
Lai - Lah ha-zéh Kou-la - nou - mé - sou - binn. Ha binn.

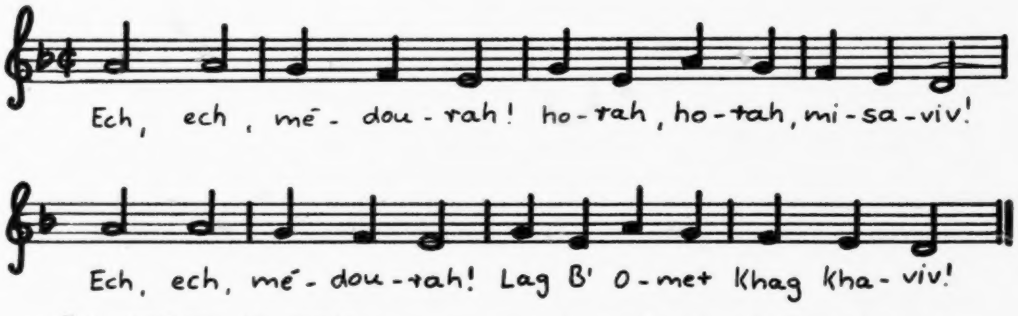
Why is this night different from all other nights? On all other nights we eat leavened bread (hametz) and unleavened bread (matza), but on this night only matza. On all other nights we eat all kinds of vegetables, but on this night we eat bitter herbs (maror). On all other nights we do not dip even once (herbs), but on this night twice. On all other nights we eat either sitting or reclining, but on this night we all recline.

Pourquoi cette nuit est-elle differente des autres nuits? Toutes les nuits de l'année nous mangeons à volonté du pain levé et du pain non levé. Cette nuit nous ne mangeons que du pain non levé. Toutes les nuits de l'année, nous pouvons manger diverses sortes de légumes et cette nuit nous devons manger des herbes amères. Toutes les nuits de l'année nous ne trempons nos aliments pas même une fois. Cette nuit nous les trempons deux fois. Toutes les nuits de l'année nous pouvons manger assis ou accoudés mais cette nuit nous sommes tous accoudés.

LAG B'OMER

ECH, ECH, MEDOURAH

The Campfire
Le Feu de Camp

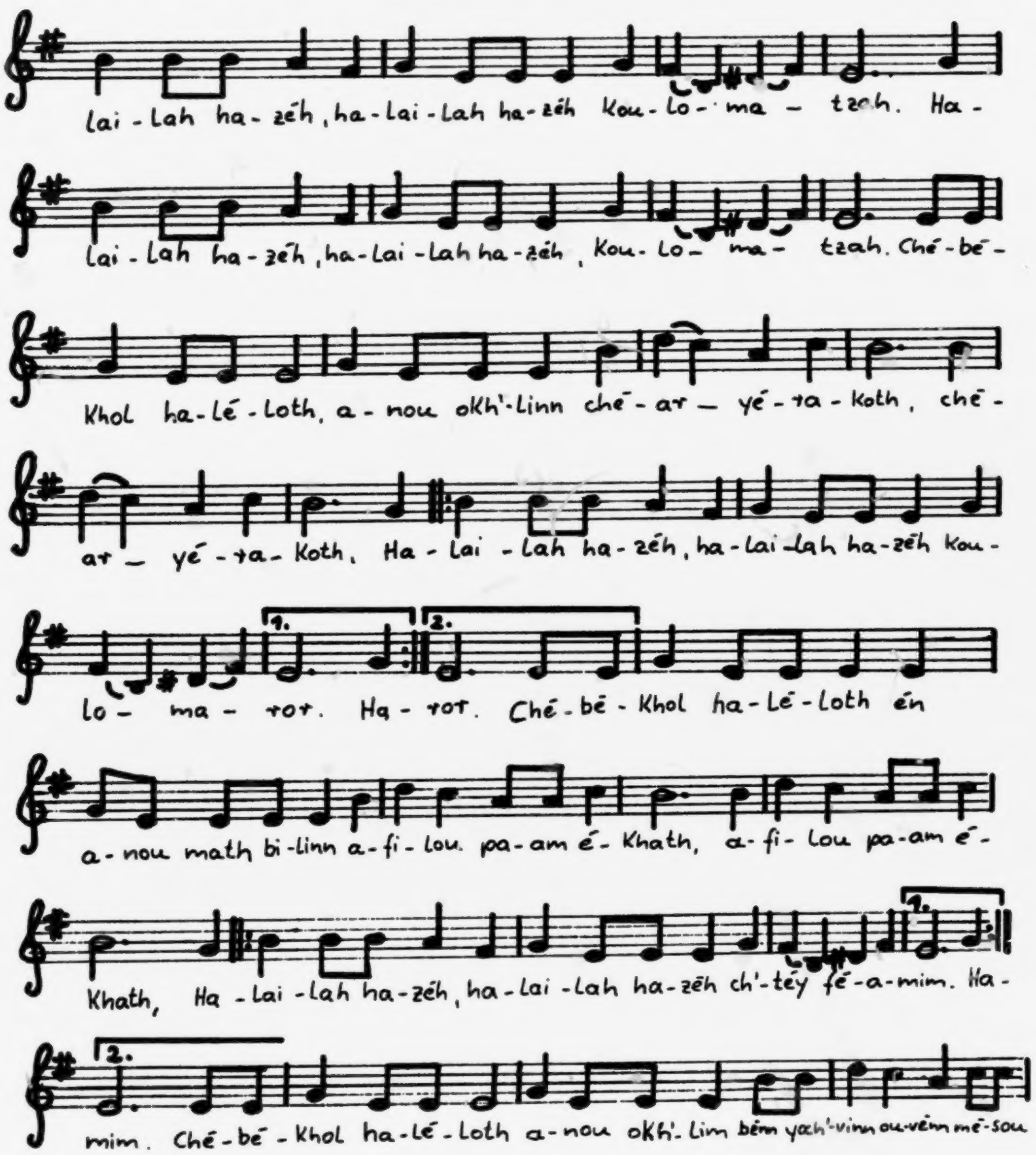

Ech, ech, mé - dou - rah! ho-rah, ho-rah, mi-sa-viv!
Ech, ech, mé - dou - tah! Lag B' O - met Khag kha - viv!

The campfire, the campfire!
Dance the Horah round it!
Lag B'Omer is a happy holiday!

Le feu de camp, le feu de camp!
Danse autour le Horah!
Lag B'Omer est une fête joyeuse!

MAH NICHTANAH

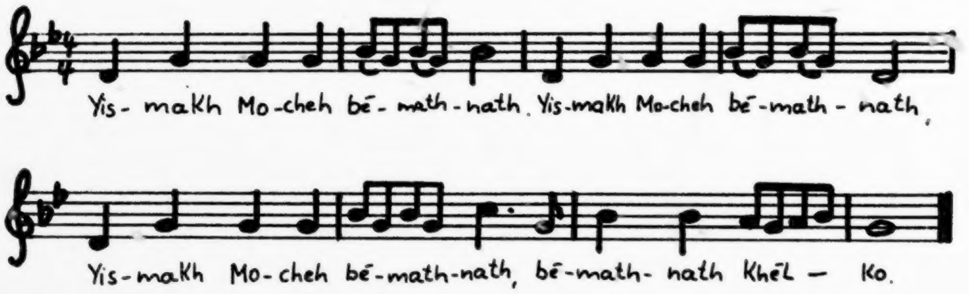
The Four Questions
Les Quatre Questions


lai - Lah ha - zéh , ha - Lai - Lah ha - zéh Kou - Lo - ma - tzah . Ha -
Lai - Lah ha - zéh , ha - Lai - Lah ha - zéh , Kou - Lo - ma - tzah . Ché - bé -
Khol ha - Lé - Loth , a - nou oKh'- Linn ché - ar — yé - ta - Koth , ché -
ar — yé - ta - Koth . Ha - Lai - Lah ha - zéh , ha - Lai - Lah ha - zéh Kou -
lo — ma - tot . Ha - tot . Ché - bé - Khol ha - Lé - Loth én
a - nou math bi - Linn a - fi - Lou pa - am é - Khath , a - fi - Lou pa - am é -
Khath , Ha - Lai - Lah ha - zéh , ha - Lai - Lah ha - zēh ch'- téy fé - a - mim . Ha -
mim . Ché - bé - Khol ha - Lé - Loth a - nou oKh'- Lim bém yach'- vinn ou - vénn mé - sou
1.
2.

CHAVOUOTH

YISMAKH MOCHEH

Let Moses Rejoice
Que Moïse se réjouisse

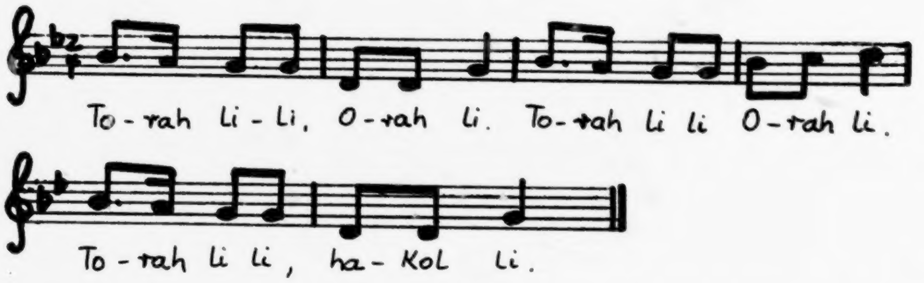

Yis- makh Mo-cheh bé- math-nath. Yis-makh Mo-cheh bé-math - nath,
Yis-makh Mo-cheh bé-math-nath, bé-math- nath Khél — ko.

Let Moses rejoice at the lot
assigned to him.

Que Moïse se réjouisse de la
tâche assignée.

TORAH LI

I have a Torah
J'ai une Thora


To - rah li - li, O - rah li. To- rah li li O - rah li.
To - rah li li, ha - Kol li.

I have the Torah! I have light!
I have everything.

J'ai la Thora! J'ai la lumière!
J'ai tout.

Appendix E

PRAYERS AND BLESSINGS
PRIÈRES ET BÉNÉDICTIONS

DAILY PRAYERS
PRIÈRES QUOTIDIENNES

Morning Prayer — Prière du matin

Modé ani léfanékha
Mélékh khai vékayam
Chéhékhézarta bi nichmati békhémla
Raba émounatékha.

Je te remercie, Roi vivant et Eternel,
de m'avoir rendu mon âme avec pitié.
Combien est grande ma confiance en Toi.

I give thanks unto Thee, O living and eternal
King, who hast restored my soul unto me in mercy :
great is Thy faithfulness.

Before Eating — Avant le repas

Baroukh ata adonaï élohénou mélékh haolam
hamotzi lékhem mine ha-aretz.

Béni sois-tu, Eternel, notre Dieu, Roi de l'Univers,
qui fais sortir le pain de la terre.

Blessed art Thou, O Lord, our God, King of the Universe,
who bringest forth bread from the earth.

After Eating — Après le repas

Baroukh ata adonaï élohénou mélékh haolam
Hazane éth haolam koulo
Bétouvo, békhéne, békhéssed oubérakhamim.
Hou noténe lékhem lékhol bassar
Ki léolam khasdo.
Baroukh ata adonaï hazane eth hakol.

Béni sois-tu, Seigneur, notre Dieu, Roi de l'Univers,
qui nourris tout l'univers dans ta bonté, ta grâce, ton amour,
et ta miséricorde. Il accorde les aliments à tout être
car son amour est éternel.
Béni sois-tu, Eternel, qui nourris toutes les créatures.

Blessed art Thou, O Lord, our God, King of the Universe,
who provides food for all the world, out of Thy goodness and
grace, loving kindness and mercy. He gives bread to all men
for His kindness is everlasting.
Blessed art Thou, O Lord, who provides food for all.

ROCH HACHANA - YOM KIPPOUR

Baroukh ata adonaï élohénou
mélékh haolam
chéhékheyanou
v'kimanou v'higi'anou lazmane hazé.

> Béni sois-tu, Seigneur, notre Dieu, Roi de l'Univers,
> qui nous as fait vivre, qui nous as conservés et nous
> as fait atteindre cette époque.

>> Blessed art Thou, O Lord, our God, King of the Universe,
>> who hast kept us in life and hast preserved us and hast
>> enabled us to reach this season.

SOUCCOTH

Baroukh ata adonaï élohénou
mélékh haolam
chéhékheyanou
v'kimanou v'higi'anou lazmane hazé.

> Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
> qui nous as fait vivre, qui nous as conservés et nous
> as fait atteindre cette époque.

>> Blessed art Thou, O Lord, our God, King of the Universe,
>> who hast kept us in life and hast preserved us and hast
>> enabled us to reach this season.

Baroukh ata adonaï élohénou
mélékh haolam
achér kid'chanou b'mitzvotav
vitzivanou léchév bassouka.

> Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
> qui nous as sanctifiés par ses commandements et nous as
> ordonné d'habiter dans la Souccah.

>> Blessed art Thou, O Lord, our God, King of the Universe,
>> who hast sanctified us through Thy commandments and hast
>> commanded us to dwell in the tabernacle.

Baroukh ata adonaï élohénou
mélékh haolam
achér kid'chanou b'mitzvotav
vitzivanou al nétilate lulav.

> Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
> qui nous as sanctifiés par ses commandements et nous as
> ordonné de prendre le loulav.

>> Blessed art Thou, O Lord, our God, King of the Universe,
>> who hast sanctified us through Thy commandments and hast
>> commanded us concerning the taking of the Lulav.

Evening Prayer Before Going Home **Prière du soir avant de rentrer**

Hiné lo yanoum
velo yichan
Chomer Israël.

Voici, Il ne s'assoupit ni ne dort,
le gardien d'Israël.

He that guards Israel will neither
slumber nor sleep.

JEWISH HOLIDAYS
FÊTES JUIVES

CHABBATH

Blessing for Lighting of Candles **Bénédiction pour allumer les bougies**

Baroukh ata adonaï élohénou
mélékh haolam
acher kid'chanou b'mitzvotav vitzivanou
l'hadlik nér chél Chabbat.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui nous as sanctifiés par Tes commandements et nous as
ordonné d'allumer la lumière du Chabbath.

Blessed art Thou, O Lord, our God, King of the Universe,
who has sanctified us through Thy commandments and
commanded us to kindle the Sabbath light.

Blessing over Wine **Bénédiction du vin**

Baroukh ata adonaï élohénou
mélékh haolam
boré pri hagafén.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui crées le fruit de la vigne.

Blessed art Thou, O Lord, our God, King of the Universe,
who creates the fruit of the vine.

Blessing over Bread **Bénédiction du pain**

Baroukh ata adonaï élohénou
mélékh haolam
hamotzi lékhem mine ha'arétz.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui fais sortir le pain de la terre.

Blessed art Thou, O Lord, our God, King of the Universe,
who bringest forth bread from the earth.

SIMCHAT THORA

Baroukh ata adonaï élohénou
mélékh haolam
chéhékheyanou
v'kimanou v'higi'anou lazmane hazé.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui nous as fait vivre, qui nous as conservés et nous as
fait atteindre cette époque.

Blessed art Thou, O Lord, our God, King of the Universe,
who hast kept us in life and hast preserved us and hast
enabled us to reach this season.

Baroukh ata adonaï élohénou
mélékh haolam
achér bakhar banou mikol ha'amime
vénatane lanou eth torato.
Baroukh ata adonaï notéin hatorah.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui nous as choisis entre tous les peuples et nous as
donné Ta loi. Béni sois-Tu, Eternel qui as donné la loi.

Blessed art Thou, O Lord, our God, King of the Universe,
who hast chosen us from all peoples, and hast given us
Thy Law. Blessed art Thou, O Lord, who givest the Law.

HANOUCCA

Baroukh ata adonaï élohénou
mélékh haolam
chéhekhéyanou v'kimanou
v'higi'anou lazmane hazé.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui nous as fait vivre, qui nous as conservés et nous
as fait atteindre cette époque.

Blessed art Thou, O Lord, our God, King of the Universe,
who hast kept us in life and hast preserved us and hast
enabled us to reach this season.

Baroukh ata adonaï élohénou
mélékh haolam
achér kid'chanou b'mitzvotav
vitzivanou l'hadlik nér chél Hanouka.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui nous as sanctifiés par Tes commandements et qui
nous as ordonné d'allumer la lumière de Hanoucca.

Blessed art Thou, O Lord, our God, King of the Universe,
who hast sanctified us through Thy commandments and hast
commanded us to kindle the light of Chanukkah.

Baroukh ata adonaï élohénou
mélékh haolam
ch'assa nissim la'avoténou
b'yamin hahem bazmane hazé.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui as fait autrefois des miracles en faveur de nos ancêtres,
en ces jours-là, à pareille époque.

Blessed art Thou, O Lord, our God, King of the Universe,
who hast wrought miracles to our fathers in days of old
at this season.

TOU B'CHVAT

Baroukh ata adonaï élohénou
mélékh haolam
chéhekhéyanou v'kimanou
v'higi'anou lazmane hazé.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui nous as fait vivre, qui nous as conservés et nous
as fait atteindre cette époque.

Blessed art Thou, O Lord, our God, King of the Universe,
who hast kept us in life and hast preserved us and hast
enabled us to reach this season.

Baroukh ata adonaï élohénou
mélékh haolam
boré pri haétz.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui crées le fruit de l'arbre.

Blessed art Thou, O Lord, our God, King of the Universe,
who creates the fruit of the tree.

POURIM

Baroukh ata adonaï élohénou
mélékh haolam
chéhekhéyanou v'kimanou
v'higi'anou lazmane hazé.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui nous as fait vivre, qui nous as conservés et nous
as fait atteindre cette époque.

Blessed art Thou, O Lord, our God, King of the Universe,
who hast kept us in life and hast preserved us and hast
enabled us to reach this season.

Baroukh ata adonaï élohénou
mélékh haolam
achér kid'chanou b'mitzvotav
vitzivanou al mikrah Méguilah.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui nous as sanctifiés par Tes commandements, et nous
as ordonné de lire la Mégillah.

Blessed art Thou, O Lord, our God, King of the Universe,
who has sanctified us through Thy commandments, and hast
commanded us concerning the reading of the Megillah.

Baroukh ata adonaï élohénou
mélékh haolam
ch'assa nissim la'voténou
b'yamim hahem basmane hazé.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui as fait autrefois des miracles en faveur de nos ancêtres,
en ces jours-là, à pareille époque.

Blessed art Thou, O Lord, our God, King of the Universe,
who didst work miracles for our fathers in days of old
at this season.

PESSACH

Baroukh ata adonaï élohénou
mélékh haolam
achér kid'chanou b'mitzvotav
vitzivanou al bi'our Hamétz.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui nous as sanctifiés par Tes commandements et nous as
ordonné de brûler le Khametz.

Blessed art Thou, O Lord, our God, King of the Universe,
who hast sanctified us through Thy commandments and hast
commanded us to clear away the Chametz.

Baroukh ata adonaï élohénou
mélékh haolam
chéhekhéyanou v'kimanou
v'higi'anou lazmane hazé.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui nous as fait vivre, qui nous as conservés et nous
as fait atteindre cette époque.

Blessed art Thou, O Lord, our God, King of the Universe,
who hast kept us in life and hast preserved us and hast
enabled us to reach this season.

Baroukh ata adonaï élohénou
mélékh haolam
hamotzi lékhém mine ha'aretz.

Béni sois-tu, Seigneur, notre Dieu, Roi de l'Univers,
qui fais sortir le pain de la terre.

Blessed art Thou, O Lord, our God, King of the Universe,
who bringest forth bread from the earth.

Baroukh ata adonaï élohénou
mélékh haolam
achér kid'chanou b'mitzvotav
vitzivanou all akhilate matza.

Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
qui nous as sanctifiés par Tes commandements et nous
as ordonné de manger la matza.

Blessed art Thou, O Lord, our God, King of the Universe,
who hast sanctified us through Thy commandments and hast
commanded us to eat matza.

The Four Questions

Les Quatre Questions

Ma nich'tana halaïla hazé mikol halétote. Chébékhol halélote anou okhlim khametz oumatza ; halaïla hazé koulo matza. Chébékhol halélote anou okhlim cha'ar yerakote ; halaïla hazé maror. Chébékhol halélote éin anou matbiline afilou pa'am ékhath ; halaïla hazé ch'téi péamim. Chébékhol halélote anou okhlim be'in yochvine ouvein m'soubine ; halaïla hazé koulanou m'soubine.

Pourquoi cette nuit est-elle différente des autres nuits ? Toutes les nuits de l'année nous mangeons à volonté du pain levé et du pain non levé. Cette nuit nous ne mangeons que du pain non levé. Toutes les nuits de l'année, nous pouvons manger diverses sortes de légumes et cette nuit nous devons manger des herbes amères. Toutes les nuits de l'année nous ne trempons nos aliments pas même une foi. Cette nuit nous les trempons deux fois. Toutes les nuits de l'année nous pouvons manger assis ou accoudés, mais cette nuit nous sommes tous accoudés.

Why is this night different from all other nights ? On all other nights we eat leavened bread (hametz) and unleavened bread (matza), but on this night only matza. On all other nights we eat all kinds of vegetables, but on this night we eat bitter herbs (maror). On all other nights we do not dip even once (herbs), but on this night twice. On all other nights we eat either sitting or reclining, but on this night we all recline.

LAG B'OMER

Il n'y a pas de prières spéciales pour cette fête.

There are no special prayers to be said on this holiday.

CHAVOUOTH

Baroukh ata adonaï élohénou
mélékh haolam
chéhékhéyanou v'kimanou
v'higi'anou lazmane hazé.

> Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
> qui nous as fait vivre, qui nous as conservés et nous
> as fait atteindre cette époque.
>
> > Blessed art Thou, O Lord, our God, King of the Universe,
> > who hast kept us in life and hast preserved us
> > and hast enabled us to reach this season.

Baroukh ata adonaï élohénou
mélékh haolam
boré pri haétz.

> Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
> qui crées le fruit de l'arbre.
>
> > Blessed art Thou, O Lord, our God, King of the Universe,
> > who creates the fruit of the tree.

Baroukh ata adonaï élohénou
mélékh haolam
boré pri ha'adama.

> Béni sois-Tu, Seigneur, notre Dieu, Roi de l'Univers,
> qui crées le fruit de la terre.
>
> > Blessed art Thou, O Lord, our God, King of the Universe,
> > who creates the fruit of the earth.

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